

The A.T.A. MAGAZINE

OFFICIAL ORGAN OF THE
ALBERTA TEACHERS' ASSOCIATION

VOLUME 26

NO. 7

The Easter Convention

CALGARY — PALLISER HOTEL

MONDAY, TUESDAY AND WEDNESDAY
APRIL 22, 23, 24

GUEST SPEAKERS

DR. G. FRED McNALLY

DR. H. C. NEWLAND

DR. W. H. SWIFT

A.T.A. ANNUAL GENERAL MEETING

OPENING SESSION: MONDAY 10:00 A.M.

BANQUET AND DANCE: TUESDAY EVENING



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APRIL, 1946

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The A.T.A. Magazine

Official Organ of The Alberta Teachers' Association



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JOHN W. BARNETT, Managing Editor
Imperial Bank Bldg., Edmonton

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Volume 26

APRIL, 1946

Number 7

EDITORIAL

BON VOYAGE!

THE news of the retirement of our Deputy Minister, Dr. G. F. McNally, was learned with such regret as to be hardly believable.

No matter who his successor might be, can it be conceived that within the space of many years, if ever at all, any successor could become so fondly regarded as Dr. McNally or excel his unique geniality and bonhomie? Looking back through the years of association with Dr. McNally, one can never remember an occasion when attending or entering a meeting being addressed by him but the faces of his hearers were reflecting the speaker's engaging smile, and one could not but be conscious that his audience was reciprocating the spirit of co-operation emanating from the speaker. Yet there were times when Dr. McNally could be forcefully vocal and indignantly react against abuses, injustices and laissez-faire.

DR. McNALLY took over the chieftainship at the Department of Education succeeding two predecessors, D. S. MacKenzie and Dr. J. T. Ross, of long and distinguished service in the Department (for the death of his immediate predecessor, George A. Gorman, took place after but a few months in office). It was a most difficult time to take over, just after the education system of Alberta was emerging from

the years of depression: the teachers of the Province were either in the state of near rebellion or disheartened and apathetic, with hopes almost abandoned that things could ever mend. However, Dr. McNally grappled with the problem and breathed into the system the breath of new vigorous life. We, who were intimately associated with the developments, are conscious of the support he gave to, and the respect he manifested for, his profession. We well know that his advice to the Minister of Education was strongly along the line of developing greater respect for the teaching profession by way of the professional bill, and of imposing on the profession the burden they were prepared to assume of raising themselves to a higher status by and through their own organization.

SO it didn't "just happen" that the Legislature with the strong leadership of the late Premier Aberhart made provision for the establishment of the larger unit of administration, enactment of The Teachers' Profession Act and, later, The Teachers' Retirement Fund Act. During his term of office the School Board Branch was established, also the Correspondence School Branch, and, latterly, the integration of the teacher-training program through the Faculty of Education became an established fact. All in all, therefore, it must be said that the advent of Dr. McNally to the position of Deputy Minister gave a shot of adrenalin to the education system of the Province and to the teaching profession: the relationship as between the administration and the teaching profession rapidly changed from one of antagonism to that of full fellowship. The Department became friendly, and without any disrespect to any Minister of Education during his term of office, we say with affection and gratitude that the present relationships prevailing between the Minister, Departmental officials, and teachers cannot be disassociated from the attitude, personality and labors of the retiring Deputy. It is questionable if any person in the Dominion of Canada is more highly esteemed and affectionately regarded amongst educationists in each and every Province of the Dominion of Canada. It could hardly be conceived that any single person would know so many individuals, not only just by sight and name, but the whole past record and attitude of each seemed an open book to him. As one looks back over the years, we thank him for the admonishment he occasionally administered with force and telling effect, for experience has proved that whether we liked it or not at the time, the Deputy's diagnosis was sound and the treatment effective.

WE remember the heartfelt concern and anxiety throughout the Province a few years ago when it was rumored Dr. McNally's health was precarious and that it might be necessary for him to lay down the official burden he had so efficiently, but, nonetheless, cheerfully borne during the difficult years of recuperation of the educational system and the development and building of a new one. So, of course, it need hardly be said, the fact that so much was achieved is a tribute to the Deputy Minister's happy faculty and ability to engender

co-operation and enthusiasm amongst the members of the Departmental staff.

We do not wish Dr. McNally a life of ease during the span—may it be long—which yet lies before him; we just wish for him what we know would be his fondest aspirations; that his present good health and intellectual vigor will continue unimpaired, so that, now freed from official cares and responsibilities, he nevertheless will discover and participate in such activities as will enable him to continue until the end giving service in an unofficial way to his profession and the citizens of his Province.

So: Instead of just saying "good-bye," we echo the sentiments of each and every one of us: "We'll be seeing you!"

On the Prospects of Securing Instructional Materials from War Surpluses on Indefinite Loan

By Charles E. Phillips,

Secretary-Treasurer, The Canada and Newfoundland Education
Association

(Supplement to article appearing in March issue)

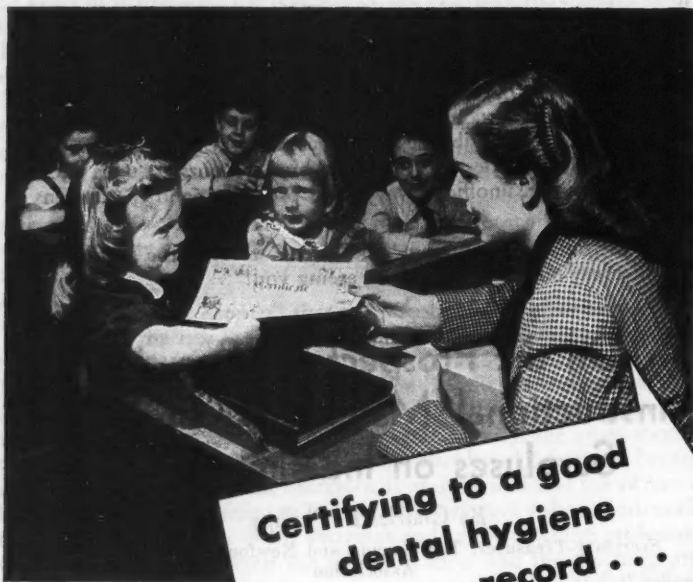
In January, the C.N.E.A. learned that the United States Government is allowing educational institutions a 40% discount on purchases of war surpluses. After an interview with Hon. C. D. Howe, Minister of Reconstruction, the Secretary-Treasurer of the C.N.E.A. was convinced that the Canadian Government was prepared to adopt an equally generous policy. But when the C.N.E.A. made formal application for such a discount, the request was turned down.

One reason for the refusal was that the Department of Labor at Ottawa had just announced an agreement to pay 75% of the cost (less freight) of replacing individual machine tools actually worn out in War Emergency Classes with such machine tools (generally used) as can be purchased from War Assets Corporation. This is a concession to the schools, but one that is limited

in application. It is hard to judge as yet how well it will work out for the larger technical schools; certainly the most needy schools in Canada will get nothing out of it.

Under the circumstances, however, it seems best to concentrate our attention on other instructional materials: hand tools, motion picture projectors, typewriters, and such other equipment (like scientific apparatus, radio receivers; automobile motor instructional setups) as may be available.

Our request should be, as formerly, *that war surplus instructional equipment be given to educational institutions on indefinite loan.* Every Cabinet Minister at Ottawa and, if possible, every M.P. should be aware of the widespread public demand for this aid to education. Please enlighten them by doing as suggested at the end of the January 4th circular.



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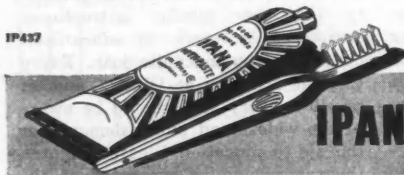
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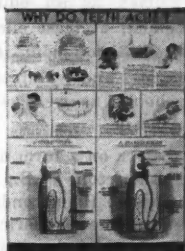
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Name of School.....

School Address.....

City.....Province.....

Grade Taught.....Class Enrollment.....

Dr. G. FRED. McNALLY RETIRES

Ending more than 40 years as an educationist in Alberta, Dr. G. Fred McNally, Deputy Minister of Education, will retire early in April from that Government position, it was announced January 12.

Resident of the Province since he came here to teach in Strathcona High School in 1906, Dr. McNally says he will spend most of his retirement years in Edmonton providing he can find a suitable place to live. His present plans call for an extended holiday at the coast following his retirement.

Besides holding a host of positions on provincial and national educational groups, Dr. McNally has been an active member of the Edmonton Rotary club for many years, is a member of the Canadian Club and the Edmonton Branch of the Canadian Institute of International Affairs. Chairman of the National Advisory Council on Vocational Training, Dr. McNally also is an executive member of the Canada-Newfoundland Education Association.

Although in retirement, he will take an active part in the National convention in Edmonton on the C.N.E.A. in August. Dr. McNally was mainly instrumental in the decision of this organization to hold its first national convention in Alberta in Edmonton.

Dr. McNally has nothing but praise for Alberta, its citizens and the officials with whom he worked during his years as a teacher and educationist. Thirty-six of the 40

years in the Province he has been a Government official. His first appointment to the Civil Service was in 1910 as an Inspector at Wetaskiwin. He was appointed Deputy Minister of Education in 1935.

"In all these years I have never received his early education in rural experienced anything but the greatest patience and co-operation from all the people with whom I have worked," Dr. McNally says. "It has been a real pleasure and satisfaction working for Albertans."

Of the books he has written as an educationist, at least one is used throughout Ontario and Manitoba schools, as well as in Alberta.

Born on a farm near Fredericton, N.B., he schools near his home. His secondary work was taken at the Fredericton High School, from which he graduated with the Douglas silver medal in classics. Entering the University of New Brunswick, he secured a Bachelor's degree with first-class honors in classics. Training at the New Brunswick Normal School gave him professional equipment in the form of a grammar school certificate.

When the University of Alberta was organized in 1908, Dr. McNally was one of the first to become a member of convocation, and when classes were opened he registered as a graduate student, receiving the Master of Arts degree with the first graduating class.

From a School Inspector at Wetas-



kiwin, he was transferred to Calgary inspectorate in 1912. Late in 1913, he succeeded Dr. James C. Miller as principal at Camrose. In the fall of 1918, Dr. McNally joined the "inside" staff of the Department as Supervisor of Schools, in charge of teacher-training, the summer school, curricula, textbooks and publications of the Department.

No other man has been so closely connected with the development of

educational facilities in the Province as Dr. McNally. As education advanced in Alberta, his responsibilities increased, and the department grew rapidly. A close adviser to the various Ministers of Education, Dr. McNally is responsible for the institution of many progressive educational measures that have put Alberta at the top of provinces from an education system standpoint.

—*Edmonton Journal.*

Dominion Fire Prevention Association Thanks Teachers for Help in Poster Campaign

At a recent meeting of the Executive Committee of the Dominion Fire Prevention Association held in Ottawa, a resolution was unanimously adopted expressing the sincere appreciation of the Association for the interest which principals and teachers took in the 1945 Poster Competition sponsored by the Dominion Fire

Prevention Association. It was recognized that the success of the Competition depended greatly on the support given it by the principals and teachers of the secondary schools in Canada. The resolution contained the hope that similar cooperation would be given to future poster competitions sponsored by the Dominion Fire Prevention Association.

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President's Column ===

AS ANOTHER A.G.M. approaches, I think it might be profitable to look back at the work done by the last Annual Meeting, and see how the decisions made then have worked out during the year. Your Executive has done its best to have the resolutions which were passed last year implemented, and I believe that satisfactory progress has been made in many respects. Let me review very briefly some of the more important matters that were dealt with a year ago. The resolutions adopted by the meeting were, I believe, published in full in the May, 1945, issue of the magazine, and all members have had the opportunity of studying them. I cannot, of course, begin to quote these resolutions, but will simply refer to the content of some of them.

There was, as usual, a group of resolutions directed to the Department of Education, or to some other Department, or to the University, and so on. The implementing of these naturally rests with the Departments or officials concerned, and your Executive can only pass them on with suitable representations. Of those passed last year, several have been adopted. The 1945 A.G.M. asked that Summer School courses, including Industrial Arts courses, taken from 1938 on be allowed to count as University credits. Now the University is accepting all courses taken in 1936 and after, and allowing credits towards a B.Ed. degree. As suggested in another resolution, A.T.A. groups have been organized in the Faculty of Education in both Edmonton and Calgary, and training in professional ethics is offered to all prospective teachers-in-training.

Another resolution called for the lifting of the "freezing order," and this too has been done. Constant pressure on the Dominion Government from teacher groups across Canada undoubtedly helped to bring this about sooner than might otherwise have been the case.

No action was taken by the Department of Education towards making a study of common errors found in Grade IX and Grade XII final examination answer papers, although a delegation presented this resolution to the Minister at the time the examinations were being corrected last July.

These are representative of the group of resolutions to which I referred. There were many others dealing with such matters as textbooks, Physical Education, French courses, supervising teachers, etc. All of these have been referred to the proper persons. I feel that these have been given respectful consideration, and if all of them have not been acted upon, it is because it was thought unwise or impossible so to do. I cannot say that the Executive is satisfied with the action or lack of it in each case, but the membership will understand that resolutions of this kind cannot possibly be implemented by the Provincial Executive, and passing a resolution at the A.G.M. does not by any means make it law.

Other resolutions passed by the A.G.M. were directed to the Executive, and these largely form the basis for the policy to be followed during the year. It is some of these I really want to discuss.

The matter of pensions has been a live question at all recent meetings. Last year the A.G.M. again urged the

Executive to press for the enactment of the new Pension Bill embodying the recommendations of the A.G.M. of two years ago. Here again it is the Government on whom we must depend for action, and it has taken the position that such an Act would cost the Province much more than it can possibly give to pensions at this time, and nothing has been done. We are not satisfied with this, but in the meantime the Association has been able to have the present pension payment raised to \$35.00 a month. It appears now that the best policy will be to endeavour to keep this pension growing while we press for the new Bill, and when the difference between payments under the present Act and the proposed Bill are not as great as now, the Government may see fit to give our proposals more favorable consideration. Mr. Barnett, you will remember, dealt fully with pensions at the Fall Conventions, and I need not labour the question here.

Amendment or clarification of our election procedure was also dealt with at the Fall Conventions, when an electoral ballot was presented to the Locals for consideration. This is one matter in which the Executive saw fit to deviate from the recommendations of the A.G.M. committee, and the reasons have been explained both in an earlier column by the

President and in the covering letter accompanying the electoral ballot. The very substantial majority of Locals voting in favor of the Executive's proposals seems to indicate the approval of the membership.

It was also urged last year that, although the teachers disapproved of working with the trustees in zone organizations, the Provincial Executive should co-operate with the Executive of the Trustees' Association with a view to securing Federal aid and increased Provincial grants for education. The most recent result of this joint campaign has brought the situation vividly before the public, and is, perhaps, one of the significant developments of the year. First, the

A.S.T.A. and the A.T.A. were able to secure the backing of the C.T.F. and the Canadian Trustees' Association in sending out a brief on Federal aid to education to all candidates in the last Dominion election. No immediate results were really expected, but the publicity gained was certainly valuable and the question is attracting more favorable support as time goes on.

Then the recent Educational Conference was called by the A.S.T.A. and the A.T.A. From this conference a delegation was sent to interview some of the Cabinet Ministers to request that the Province assume 50% of the cost of education. The request

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was backed by a brief prepared jointly by the A.T.A. and the A.S.T.A. and adopted by the Conference. This Conference, too, has been given much favorable publicity, and support of the proposal has come from many groups and organizations throughout the Province. I am sure that the Government feels the pressure of public opinion in this matter, and will eventually be compelled to meet the demands made upon it.

Your last Annual Meeting also instructed the Executive to appoint a committee, headed by Dr. LaZerte, to survey the fields of possible research open to the Association, and this was done. However, no one was found to undertake any new research project this year.

Another resolution asked that material be prepared which would be of help to sub-local study groups. It was decided that this should take the form of an A.T.A. Handbook containing extensive information and helpful comments and writings on such matters as professional ethics, school law, constitution and by-laws, historical development, and many other topics which would be of interest and help to the membership. The material for the Handbook is ready but the printing has been delayed due to the impending changes to be made to existing by-laws which should be incorporated into the booklet.

Much of the time at the last A.G.M. was taken up in discussing the change in the by-laws relating to Local Councillors. We have now had the Councillors on the job for

the better part of the year. Some information has gone out to these people, and no doubt this has helped to keep them in touch with what was going on. However, I do not feel that as much use has been made of the Councillors as can eventually be done. I am sure that as time goes on more work will be entrusted to these representatives, and the contact between them and the central office will be closer. It will be interesting to observe how the A.G.M. operates under the new setup this year.

I want to take the opportunity in this, the last, President's column for this term, of thanking the members of the Executive for the splendid co-operation and help they have given during the year. Opinions have sometimes clashed, and discussions have been lively at our meetings, but these are indications of a live Executive, and I would not have had it otherwise. When a decision has been reached, the members have all gotten behind it and supported it wholeheartedly. There are many other members who have worked faithfully in the interests of the Association on committees, in Locals, and in many other ways. All of these deserve commendation. Not the least of all of them are the General Secretary, Mr. Barnett, and the members of the office staff. I have appreciated very much the fine spirit of co-operation evidenced by them all, and it is this that has contributed so largely to the progress which the Association has made during the year.

Sincerely yours,

H. C. MELSNESS.

WHEN IN EDMONTON VISIT

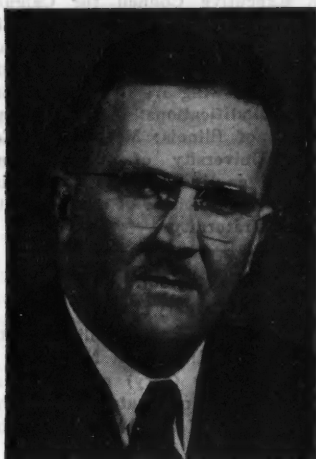
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General Secretary-Treasurer Designate



E. C. ANSLEY, B.A.,
Principal of Connaught School,
Medicine Hat, has been appointed
General Secretary-Treasurer of the
Alberta Teachers' Association, to
assume office September 1, 1946.

Miss Sally Scrum, principal
of the Hog Wallow School,
says: "It's one of the ironies
of our educational system that
in the public schools the pupils
would like nothing better than
a chance to stand up while the
teacher would like nothing
better than a chance to sit
down."

- Dittrich -

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April, 1946

ELECTED By Acclamation



Harold C. Melsness, B.Sc.
President-elect, 1946-47

Re Marking of Ballots in Provincial Election

There is to be a ballot for the
election of the Vice-President,
and one for the election of
each of the geographic repre-
sentatives, wherever there is
more than one candidate seek-
ing election. In marking the
ballots:

- (a) Where there are but two
candidates: the voters will
place a cross beside the
name of the candidate of
his choice.
- (b) Where there are more
than two candidates, the
preferential form of ballot
is used: the voter places
the numbers 1, 2, 3, etc.,
beside the names of the
candidates in the order of
choice.

« Candidates for Vice-President »



Dr. H. E. Smith
(Faculty of Education Local)

Dr. Herbert E. Smith is a member of the Faculty of Education Local Association.

Dr. H. E. Smith is nominated by the Cypress-Tilley East, Two Hills, Wheatland, Sturgeon, Grande Prairie, Castor, Clover Bar, Edmonton (Elementary), Edmonton Intermediate, Medicine Hat, Smoky Lake, Stettler, Spirit River, Olds, Est McLennan and Edmonton High School Local Associations.

The above candidate for Vice-President taught three years elementary school in Saskatchewan; seven years High School in North Battleford and Calgary; one year in the Provincial Normal School, Calgary; and twelve years in the University of Alberta.

As a member of the Alberta Teachers' Association, Dr. Smith was affiliated with the Calgary A.T.A. for five years; District Representative

on Executive Council for Calgary area, about 1924; Vice-President in 1941—resigned in October, 1941, for military service—and again in 1945.

The following are Dr. Smith's academic qualifications: B.A. from University of Illinois; M.A. and M.Ed. from University of Alberta, and Ph.D. from University of California. He is also a member of the Phi Delta Kappa fraternity.

T. N. Roche, B.A. (Calgary Local)

T. Neale Roche is affiliated with the Calgary City Local No. 38.

The Calgary (City) and the Vermilion Locals nominated Mr. Roche for the office of Vice-President of the Association.

The Calgary candidate taught fifteen years in Alberta and at present is in the employ of the Calgary School Board as Vice-Principal of James Short School.

Mr. Roche holds a Bachelor of Arts degree from the University of Alberta.

The following is a summary of Mr. Roche's A.T.A. experience:

1. Member of the Provincial Executive for Calgary District for the past two years.
2. President of Calgary (City) Local No. 38 from 1941-1943.
3. President of Division 2 Sub-local of the Calgary City Local for two years.
4. Served on the Executive of the Calgary City Local for the past six years.
5. Chairman of the Calgary City Local Salary Conference Committee for 1942 and 1943.
6. Chairman of the committee of the Calgary City Local meeting with the Calgary School Board regarding School Improvement for 1942 and 1943.

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7. Chairman of the Calgary Curriculum Revision Committee for 1943.

William Hayhurst (Red Deer Local)

William Hayhurst is Principal of the Bowden Public and High School. His experience covers elementary and high-school teaching in British Columbia and Alberta. When he was Principal of Minburn School, he served for three years as Reeve of the Village Council.

For ten years, he was Principal of the Vegreville High School, and from that position was elected as Member of Parliament for the Federal Constituency of Vegreville. As member of Parliament he was successful in obtaining for the Libraries of Canada a lowering of the postal rates on all library books. He also acted as spokesman for the teachers whenever it was possible to help them in the fight for the betterment of their conditions.

Mr. Hayhurst has been President of the Vegreville Teachers' Association, President of the Northern Alberta High School Teachers' Association, and Geographic Representative for North-Eastern Alberta on the A.T.A. Executive.

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PROVINCIAL EXECUTIVE ELECTION

The following is a list of completed nominations of candidates for election to the Provincial Executive, for the year ending Easter 1947. In cases where one complete nomination only has been received, the candidate will be declared elected by acclamation. An * will indicate those teachers elected by acclamation.

Office	Candidate	Nominating Locals
President	*H. C. Melsness, of Grande Prairie (Grande Prairie Local)	Edmonton Intermediate, Edmonton Elementary, Castor, Two Hills, Medicine Hat, Smoky Lake, Provost, Cypress-Tilley East, Clover Bar, Calgary City, Olds, Drumheller, Wheatland, Stettler, Grande Prairie, Sturgeon, Spirit River, Edmonton High.
Vice-President	Wm. Hayhurst, of Bowden (Red Deer Local)	Red Deer.
	T. N. Roche, of Calgary (Calgary City Local)	Vermilion, Calgary City.
	Dr. H. E. Smith, of Edmonton (Faculty of Education Local)	Edmonton Intermediate, Edmonton Elementary, Cypress-Tilley East, Castor, Smoky Lake, Medicine Hat, Two Hills, Clover Bar, Stettler, Grande Prairie, Sturgeon, Spirit River, Olds, Edmonton High, Wheatland, East McLennan.
Northwestern Alberta (Geographic Representative)	*L. E. Kelly, of Berwyn (Peace River Local)	Peace River, Grande Prairie, Spirit River, East McLennan.
Northeastern Alberta (Geographic Representative)	L. L. Kostash, of Willingdon (Two Hills Local)	Two Hills, Smoky Lake, Vegreville.
	T. W. Nordon, of Athabasca (Athabasca Local)	Athabasca.
Central Eastern Alberta (Geographic Representative)	A. O. Aalborg, of Rivercourse (Vermilion Local)	Holden, Vermilion.
	Ivan C. Birdsell, of Forestburg (Killam Local)	Castor, Killam.
Central Western Alberta (Geographic Representative)	Chas. H. McCleary, of Camrose (Camrose Local)	Wetaskiwin, Camrose.
	E. T. Wiggins, of Didsbury (Olds Local)	Olds, Stettler.

Office	Candidate	Nominating Locals
Southeastern Alberta (Geographic Representative)	*J. R. Johnston, of Medicine Hat (Medicine Hat Local)	Medicine Hat, Cypress-Tilley East.
Southwestern Alberta (Geographic Representative)	M. Holman, of Diamond City (Lethbridge Local) W. A. Rea, of Lethbridge (Lethbridge City Local)	Lethbridge. Lethbridge City.
Calgary (Geographic Representative)	W. R. Eyres, of Strathmore (Wheatland Local) F. J. C. Seymour, of Calgary (Calgary City Local)	Wheatland, Drumheller. Calgary City.
Edmonton (Geographic Representative)	T. D. Baker, of Edmonton (Edmonton Intermediate Local) A. E. Henderson, of Edmonton (Edmonton High Local) A. R. Patrick, of Westlock (Pembina Local)	Edmonton Elementary, Edmonton Intermediate. Edmonton High. Lac Ste. Anne, Clover Bar, Sturgeon, Pembina.

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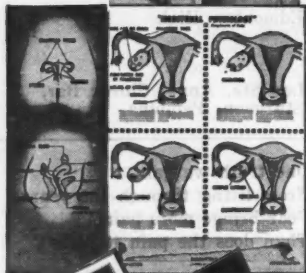
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Gordon E. Taylor, M.L.A.

speaks on Amendments to *The School Act*

MANY PHASES of the Government's bill to amend The School Act came under fire as Gordon E. Taylor (SC-Drumheller) discussed principles of the bill as it came up for second reading in the Legislature Monday afternoon, March 18th.

Mr. Taylor took particular exception to a clause which would broaden the power of the school board to discharge a teacher if it would serve the "educational interest of the community" in case a teacher of superior qualifications was found available for the job.

"I do not like the principle involved," declared Mr. Taylor. "In the first place, it will act as a noose around the neck of every teacher who does not hold a University degree, and could be used as the thin edge of the wedge to get rid of a teacher who was absolutely efficient so far as her school work is concerned. We must remember that there are in this Province, and particularly in our cities, a large number of excellent teachers who hold Second-Class Certificates, but who are doing a splendid

job in the grades they are handling. It would be most unfair to replace these teachers, many of whom have been teaching for 20 or 25 years, by teachers holding higher certificates."

The Drumheller Member also thought that School Trustees should be re-imburSED for the money they lost when they attended Board meetings, pointing to the situation existing in the Drumheller Valley where employees at the mines are forced to lose money every time they attend a meeting. The monies allowed at the present time for attendance at a monthly meeting of the Divisional trustees is \$6.00, while the wages lost by trustees are in some cases as high as \$12.00. People who elect the trustees certainly do not expect these workmen to lose financially through representing them.

Mr. Taylor also said he thought it should be mandatory that a vice-principal be appointed in a school of 15 rooms or more.

Mr. Taylor appealed for a "floor"

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CATALOGUE ON REQUEST

on teachers' salaries of \$1,200. He reviewed the freezing order by the Federal Government which prevented teachers from entering other trades and industries which paid double the salary that they could draw from work in the classroom. The income of all workers increased greatly during the war years, and yet the minimum salary of teachers who worked with the greatest asset in our Country, namely, the boys and girls, remains \$1,000. We hear from all sides that demand for better teachers and better trained teachers, and the teacher-training period has now been extended under the University to a two-year course. "I can see no reason whatever for not raising the minimum salary in this Province to at least \$1,200," concluded the Member.

The Minister of Education promised full consideration of these matters and promised full discussion in the committee of the whole.

Science Briefs

Rocky Mountain spotted fever is caused by a germ carried by wood-ticks. Several deaths from the disease have occurred in the south-eastern part of Alberta.

Streptomycin is one of the newest germicides, tending in some respects to surpass the sulfas and penicillin.

BANFF

Teacher wanted for Home Economics Dept. and High School Chemistry. Start work September. Salary Schedule without degree 1200.00 to 1900.00; with degree 1300.00 to 2000.00. Increments up to four years for experience elsewhere. Applications considered at May meeting of the Board.

Signed,
Board of School Trustees,
Banff, Alberta.



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The Business of Education in a Democracy

By Wm. S. Miller

THERE ARE those who will deny the suggestion that the term "business of education" should be used in respect to the acquisition of knowledge, the dissemination of culture. We are reminded that a comparable term was used by our Saviour, referring to the spiritual field of religion, when he said "Know ye not that I must be about my Father's business."

Emerson said, "The true test of civilization is not the census nor the size of cities, nor the crops, but the kind of men that the country turns out." Here we see at least the suggestion that the product of our civilization is its citizens.

In the democracies of North America there has been a tendency to look upon public education as a special privilege enjoyed, rather than developing the full consciousness that the creation of an intelligent educated citizenry is necessary to the preservation of democracy itself. Privilege it is, peculiar to the democratic form of government where the worth of the individual is recognized, but if the privilege is not channeled and used with full recognition of its opportunities and obligations, the form of government extending such a privilege may in time come to be withdrawn.

There is a need to go about this educational development, in the millions of young people passing through our public educational system, in a businesslike manner. We must satisfy ourselves, and we have an obliga-

tion to posterity and to our form of government in that respect, that out of the myriad characteristics of youth, with a multiplicity of interests, the end product of our educational processes will be men and women citizens increasingly well versed in the problem of self-government, and able to carry on their individual parts in the world of their time.

Actually the product of our thousands of schools might very well be likened onto the product of a factory. While we of a democracy naturally shrink from evaluating humanity in any term less than the preciousness of life itself, nevertheless a close analogy can be seen, and certain benefits from such a comparison may be made. In a world where numerous ideologies are being widely propagandized, a conscious businesslike approach to the collect benefits of education is necessary.

We know that the modern factory takes raw materials, and through various processes of treatment, transfers those materials into a product that is regarded as useful to society. Sometimes a variety of materials are put together into one finished product, while in other instances a single raw material is processed to a point where it becomes a completed article. Here, then, is our first comparison of the raw materials of nature and the raw materials of citizenship—planning and the use of a number of elements may bring us the finished product of the well-versed community leader, or the processing of what might be called a single element

can give us the highly trained specialist, also a useful citizen.

We know, too, that the businessman setting out to manufacture a product has a definite idea as to the use that will be made of that product. The manufacturer of lawn sprinklers knows that his market is in the region where water pressure is available, and he has no visions of a broad sale to the thirsting wheat regions of the world. His production is for a definite purpose. Today we need to ask ourselves if we have fully analyzed the purposes for which we are producing our growing citizen, and have arranged our plans and our plants in such a manner as to be sure to produce the product that is needed. Production of material in a modern factory is not a haphazard proposition. If a business is to maintain itself successfully, management knows that it must have a sufficient know-how of the production processes involved, that it must do an acceptable

job of producing a given number of units in a given time. Both of these factors are of tremendous importance, in the business of education.

For instance, in the field of social sciences, most of real geography has been imparted to the student in the elementary or intermediate grades, a level at which the full significance of geography, the study of earth as the home of man, cannot be absorbed by the student. In the know-how of production, it is often necessary to bring an element to a certain state before additional elements can be added to it. The timeliness of the processes that take place is important. We need to review this matter of timeliness in our consideration of the business of education.

Similarly, in the matter of producing a given number of units in a given time, we have been to a large extent negligent. If the semi-processed material of citizenship is to go on to the college level for further re-

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finement, one condition prevails; but if the high school presents the terminal treatment, we need a greater amount of polishing off to present the high-school graduate as the finished product in the citizenship business.

Both knowhow and production of a satisfactory volume in a given time require equipment. Our educational system needs the same tooling up process for production that industry enjoys. There is equipment peculiarly designed to the job at hand, and it must be provided in sufficient quantities to form adequate equipment for the staff that is to be employed. How many teachers today have adequate materials with which to work? They may have desks, blackboards and other place and comfort equipment which would compare with the stools of workers in shops, but do they have the tools of their profession in proper quantity—the charts, maps, globes, models, textbooks, other media necessary to their work? Every teacher has a right to ask the responsible heads of a school system, "Do you have an efficient shop for transforming youth into citizens—have you provided me with the tools necessary for the work that you expect me to do?"

The modern business takes pains to see that workers are carefully trained. In this respect the business of education has made a considerable beginning, because there has been a great expansion of the normal-school facilities, of the universities and colleges, and particularly of the education departments of these institutions. Much of this training, however, has been devoted to theory, with not enough devoted to actual training of the teaching tools that will be used in this "workshop of humanity." There has also been a lack of common acceptance of the real product of our educational factory—maturing citizens to meet present-day problems. If we are thinking about young people grow-

ing up into citizens and taking a part in community and national life, why not mention it? Governments of the people and for the people require at least majority participation.

Thus far we have suggested that the relationship of the business of education to industry runs through the processing of the raw materials, proper equipment for the work, proper training for the workers. Now, we would like also to suggest that if education is a business, and an important business in our form of government, it is deserving that its story be told boldly, as modern business tells its story. Magazines contain beautiful color illustrations, newspapers have full-page spreads, all telling the story of the production, use and advantages of this product or that product, and the reasons why we should buy or use it day after day. Public education has assumed that everyone will recognize the good job it has done, and its benefits. Have these things been so fully recognized? Perhaps its professional characteristic is responsible for this reticence, but if education is an important part in democracy (and we believe it is), we deserve to be told about it again and again. An "Education Week" once a year, an annual "Visitors' Day" at the school, would not be regarded as a very full promotional campaign by the average business man.

The objectives of education are said to be for self-realization, for human relationship, for economic efficiency, and for civic responsibility. They touch every one of us, yet day after day passes without

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anyone outside of education, and few within the education circles itself, being consciously reminded of the shape and performance possibilities we are giving to the raw materials in our hands.

Whether we are willing to call education a business, or to hold it in the high plane of a profession, we ought at least to recognize that we are forming the medium that will carry our civilization forward in the years to come, and that the product of our work is the oncoming citizen. We owe that product proper equipment for its efficient production within the period of time that it is within our plant. We owe that product our best thought as to the purpose for which it is being formed. We owe ourselves and our posterity a better job of selling our product to ourselves and to the rest of the world.

Business or profession, education is entitled to operate and be evaluated by standards that are successfully operating today.

Little Maria on her first visit to a farm was watching the hired man milk the cows. He offered her a glass of fresh milk.

"Well, what do you think of it?" asked the hired man.

"It's awful good," replied Marie, smacking her lips. "I wish our milkman had a cow."

♦ ♦ ♦

Librarian: "That woman gets more out of a novel than anybody I know."

Assistant: "Why is that?"

"Well, she always starts in the middle, so she's not only wondering how it will all end, but how it began."

♦ ♦ ♦

Visitor: What's this on the register?

Hotel Clerk: A bug.



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◆ ◆ IN MEMORIAM ◆ ◆



Gerald F. Manning

Seldom have educational circles in Alberta been given a more painful shock than when the news got around that Gerald Manning was dead. On every hand were heard expressions of the most sincere regret, and of a sense of great loss, not only to the profession to which Mr. Manning had so unstintingly devoted his life, but personally to the great number of people who had come to hold him in affectionate regard as an associate and friend.

What manner of man was this who so recently moved amongst us apparently in the fullness of his powers, only to be so rudely snatched away almost in the twinkling of an eye?

"He was a man," writes one who knew him well and worked with him for many years. "He was a man: enlightened, courageous, and thoroughly sound and dependable."

Yes, he was all this; but fine, spontaneous tribute though it is, Mr.

Manning was something more. He was something that transcended this, something that really made the man so many of us had got to know so well. Yes, he was a man in all that ordinarily makes a man. But he was something more. He was a gentleman.

In viewing Mr. Manning's life broadly in retrospect this is the one thought that most fully and accurately describes him: He was a gentleman. Of course he was a scholar too. An Englishman by birth, he was a true and loyal Canadian by choice, a close and careful student of Canadian history, and an authority second almost to none in current problems in Canadian and world affairs. He was also a first-class teacher and an able and tactful administrator. In his dealings with people he was invariably thoughtful and considerate; yet he had an outspoken courage when he thought the occasion called for it. In his broad educational, economic, and political views he was reflective and moderate. In all things he was an exemplar of the fine Greek ideal of decorum, or "nothing too much." But first and foremost, and through it all, accounting at bottom for what he really was, he bore with him his most distinctive mark—He was a gentleman.

Why multiply words? We have lost Gerald in a physical sense, but he is still with us in our minds and hearts. His sincerity, grace of manner, unpretentiousness, and personal charm remain as an ideal for thousands who knew him, and will be passed on to uncounted thousands who will never know their origin. But this rather cold thought lessens not at all the sense of personal loss to us who were in the more intimate circle of his constant associates, and who, in spirit stand together in sorrow to honor a friend whom we shall never forget. C. Sansom.

RESOLUTIONS

TWENTY-NINTH ANNUAL GENERAL MEETING

Palliser Hotel

Explanatory Note

Any Local which does not find its resolutions as forwarded to the office amongst the list of resolutions forwarded herewith will be privileged on request at the Annual General Meeting, either to have the resolutions read over and/or discussed at the time the resolutions covering the same matter or principle are before the A.G.M.

Certain resolutions have been omitted for one or other of the following reasons:

1. The resolutions advocated changes which are already in effect; therefore, any discussion on what might be termed a "fait accompli" would unnecessarily absorb the restricted time of the Annual General Meeting.

2. There are already one or more resolutions dealing with the same question and involving exactly the same point or points. In this case the Executive has chosen the most com-

prehensive and best drafted resolution.

3. Certain resolutions don't appear exactly as originally transmitted by the Locals. In such cases the purpose and intention of the resolution has not been changed, although the draftsmanship and English may have been more felicitously worded.

4. Regarding resolutions dealing with finance, By-law No. 20 reads as follows:

"20. By-laws and resolutions involving the expenditure of moneys of the Association, before adoption by the Annual General Meeting, shall previously have been referred to the Executive Council for recommendation or report with respect thereto."

In view of the above constitutional provision, certain resolutions relating to finance will be laid before the Annual Meeting after the Executive have made their comment or recommendation with respect thereto.

Resolutions Sponsored by the Provincial Executive

1. Whereas the 1945 electoral ballots were presented to the Fall Conventions, and

Whereas these ballots had to be voted upon without giving the teachers sufficient time to discuss or consider them,

THEREFORE BE IT RESOLVED: That in the future all electoral ballots be in the hands of all Locals at least thirty days before the beginning of the Fall Conventions.

2. Whereas the Provincial Executive has given much consideration to the resolution of the last Annual General Meeting regarding Geographic Redistribution, and

Whereas it has not been possible to implement this resolution,

THEREFORE BE IT RESOLVED: That the Provincial Executive in its endeavor to meet the situation submit the following proposals for con-

sideration by the Annual General Meeting:

Either

1. One representative from the following districts:

- (1) Edmonton and Calgary (cities).
- (2) Northwestern Alberta—Grande Prairie, Spirit River, Fairview, Peace River, McLennan, Slave Lake, Fort Vermilion.
- (3) Northeastern Alberta—Pembina, Athabasca, Smoky Lake, Lamont, Vegreville, Two Hills, St. Paul, Bonnyville, Lac La Biche.
- (4) Edmonton (outside of city)—Coal Branch, Edson, Lac Ste. Anne, Sturgeon, Clover Bar, Stony Plain, Strawberry, Wetaskiwin.
- (5) Central Western Alberta—Ponoka, Rocky Mountain House, Olds, Calgary Rural, Wheatlands, Drumheller, Red Deer, Stettler.
- (6) Central Eastern Alberta—Camrose, Holden, Killam, Castor, Neutral Hills, Provost, Wainwright, Vermilion.
- (7) Southwestern Alberta—Foothills, Macleod, Pincher Creek, Crow's Nest, Turner Valley, St. Mary's River, Lethbridge (city), Lethbridge (Division), Taber.
- (8) Southeastern Alberta—Sullivan Lake, Berry Creek, Bow Valley, E.I.D., Foremost, Medicine Hat (city), Medicine Hat (Division), Acadia.

or

2. One representative from the following districts:

- (1) Calgary City.
- (2) Edmonton City.
- (3) Northwestern Alberta—Grande Prairie, Spirit River, Fairview, Peace River, McLennan, Slave Lake, Fort Vermilion.
- (4) Northeastern Alberta—Pembina, Athabasca, Smoky Lake, La-

mont, Vegreville, Two Hills, St. Paul, Bonnyville, Lac La Biche.

- (5) Edmonton (outside of city)—Coal Branch, Edson, Lac Ste. Anne, Sturgeon, Clover Bar, Stony Plain, Strawberry, Wetaskiwin, Ponoka, Red Deer, Rocky Mountain.
- (6) Central Eastern Alberta—Camrose, Stettler, Drumheller, Castor, Killam, Holden, Vermilion, Wainwright, Provost, Neutral Hills.
- (7) Southwestern Alberta—Olds, Calgary Rural, Mount Rundle, Wheatlands, Foothills, Turner Valley, Macleod, Pincher Creek, Crow's Nest, St. Mary's River, Lethbridge (Division), Taber.
- (8) Southeastern Alberta—Sullivan Lake, Berry Creek, Bow Valley, Acadia, E.I.D., Medicine Hat (City), Medicine Hat (Division), Foremost.

3. Whereas few salary schedule forms are alike in the Province, and

Whereas it is difficult for teachers to compare salary schedules and compile statistics based on these varying forms,

THEREFORE BE IT RESOLVED:

That the Alberta Government be urged to establish a committee or commission to work on the matter of a Province-wide salary schedule which School Boards would be obligated to meet with respect to each classification in such schedule;

AND BE IT RESOLVED FURTHER:

That the committee or commission shall consist of equal representation from the A.T.A. and the A.S.T.A., under an independent chairman.

4. **BE IT RESOLVED:** That the Curriculum Committee of the A.T.A. shall consist of the representatives of the A.T.A. on (a) the University Matriculation and High School Examinations Board, (b) the High School

Entrance Examinations Board, and (c) the General and subcommittees of the Departmental Curriculum Committee;

AND BE IT FURTHER RESOLVED: That all Locals shall submit resolutions bearing upon curriculum to the A.T.A. Head Office.

Other Resolutions

Administration—

1. Whereas it is desirable that the President and Secretary of the various Locals be kept in close touch with the affairs of the Local and of the Association in general,

THEREFORE BE IT RESOLVED: That copies of circular letters from the Head Office to the District Councilors be forwarded to the Secretary of the Local concerned.

Curricular—

2. Whereas the present Social Studies texts for intermediate and high schools do not present the Canadian viewpoint,

THEREFORE BE IT RESOLVED: That the Provincial Executive recommend to the Department of Education that Social Studies textbooks covering the Canadian viewpoint be provided for intermediate and high schools.

3. Whereas the present time given to high-school Social Studies does not provide sufficient time for Current Events in addition to the usual course,

THEREFORE BE IT RESOLVED: That this Association recommend to the Department that Social Studies be given six credits in place of the present five.

4. Whereas achievements in high-school English are not sufficiently high, and

Whereas the present time allotment is insufficient to cover the various English courses,

THEREFORE BE IT RESOLVED: That this Association recommend to

the Department of Education that English be given more time on the high-school program.

5. Whereas Physical Education is now one of the important courses in Alberta schools,

THEREFORE BE IT RESOLVED: That pressure be brought to bear on all Boards to provide better facilities for instruction in this subject.

6. Whereas the present language texts are not entirely satisfactory, and

Whereas desirable minimum standards in oral and written language are difficult to attain under the present system of education and instruction, and

Whereas grammar is a systematic method and a short cut in language training,

THEREFORE BE IT RESOLVED: That the Provincial Executive of the A.T.A. take up the matter of revision or replacing of elementary and intermediate language books with the proper authorities.

7. Whereas Vocational Guidance is becoming of increasing importance,

THEREFORE BE IT RESOLVED: That the A.T.A. do everything possible to bring about a more active interest in Vocations and Guidance or Career Planning by the Department of Education;

AND BE IT FURTHER RESOLVED: That the Department of Education be urged to arrange a complete course of training for

those undertaking this type of work.

8. BE IT RESOLVED: That to secure continuity for those pupils who want it, Art be compulsory in Grade VII and optional in Grades VIII and IX.

Departmental Administration—

9. Whereas the high-school teacher might find useful information about the general ability of Grade X pupils by having a detailed report of Grade IX Departmental examinations,

THEREFORE BE IT RESOLVED: That more information concerning such pupils be available to the teachers.

10. Whereas the standard of attainment in Grades X and XI is very indefinite,

THEREFORE BE IT RESOLVED: That the Department of Education be requested to prepare tests on the Academic Electives of these grades, such tests to be used on a voluntary basis.

11. Whereas the wartime policy of School Boards has been to congregate large numbers of students in single classrooms on account of teacher-shortage and accommodation problems, thus increasing the class load and placing a heavy burden on teachers,

THEREFORE BE IT RESOLVED: That the responsible authority be requested to set a definite schedule for maximum class load, taking into consideration the number and ages of pupils, number of grades, and other factors.

12. Whereas a reduction of time spent on any subject is detrimental to the spirit of our educational system,

THEREFORE BE IT RESOLVED: That we condemn the 60% compromise practiced in some schools;

AND BE IT FURTHER RE-

SOLVED: That we urge that the educational setup be improved as rapidly as possible, until each high-school subject be given 100% time allotted, wherever taught.

13. Whereas many salary schedules in the Province provide special increments for teachers who have taken academic or professional courses at Summer School, and

Whereas teachers in such instances need a suitable statement of Summer School achievements,

THEREFORE BE IT RESOLVED: That we respectfully request that the Faculty of Education or the University of Alberta issue individual statements to all teachers who have taken Summer School courses; and that the practice be followed at the end of regular sessions.

14. Whereas the present form of the Daily Register necessitates a complete listing of every member of the class every month, including two summaries each year, and

Whereas the present form is inadequate in that

- (a) it contains no provision for inclusion from time to time of information and data necessary to complete the term-end government reports;
- (b) it makes no provision for the recording of "intelligence quotients" records; and
- (c) it does not permit of the use of labor-saving devices such as the typewriter; and

Whereas the present form has undergone little or no change over a long period of years,

THEREFORE BE IT RESOLVED: That the Department of Education be requested to take steps to introduce a new type of classroom register to meet present-day requirements, which should include a simplified Form 20; and that the introduction

of a system of transferable stub sheets of pupils' names be considered.

15. Whereas it has become the general practice with some Divisional Boards in the Province to neglect their duty of hiring a janitor, imposing this task on the teacher, or imposing the actual janitor work on the teacher by including the janitor's wage on the teacher's monthly cheque, and

Whereas in many cases this is detrimental to the health and work of the teacher,

THEREFORE BE IT RESOLVED: That the Provincial Executive petition the Department of Education to issue a directive that this practice cease, or that this practice be only on a voluntary basis, or that if the teachers are expected to do janitor work, the Salary Negotiating Committee be empowered to secure a suitable wage for janitor work. (Suggestion—ten to twelve dollars a month.) (SEE SECTION 166 (5) OF THE SCHOOL ACT.)

16. Whereas there has been a laxity in some quarters allowing Grade IX students to write their June examinations whether they are recommended in the options or not,

THEREFORE BE IT RESOLVED: That this meeting urge that said regulation of the Department be enforced.

17. **BE IT RESOLVED:** That the Department be requested to introduce a regulation requiring all students to make 75% of the year's attendance in these options, subject to special consideration by the Department in individual cases.

18. **BE IT RESOLVED:** That a recommendation be made to the Department that in Home Economics and General Shop no classes exceed 20 in number.

19. Whereas the practice of signing school term reports before a Commissioner of Oaths throws an aspersion on the teaching profession, and

Whereas this practice has completely outgrown its usefulness,

THEREFORE BE IT RESOLVED: That this convention communicate its decision to Hon. Ansley, Minister of Education, and request a discontinuance of the practice and seek authority for teachers to sign their term reports without appearance before the Commissioner of Oaths.

Financial Aid to Education—

20. Whereas on previous occasions this body has expressed itself in favour of Dominion aid for education, and

Whereas educational bodies are faced with high expenditures for the replacements of obsolete and inadequate school plants and equipment, and for the construction of new school plants, and

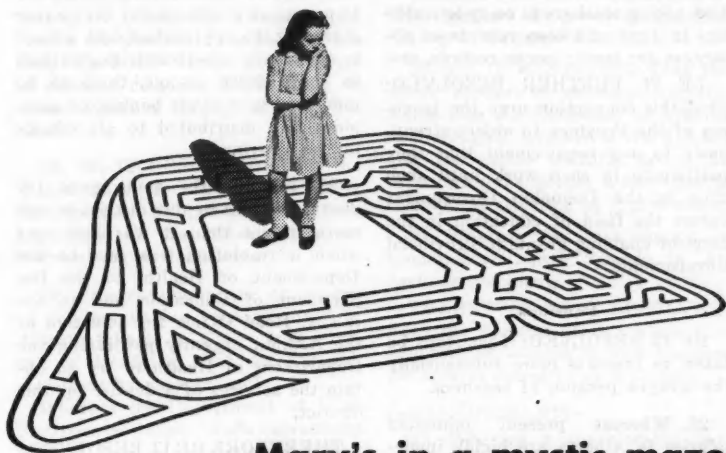
Whereas in many localities direct land taxation has reached the maximum that the said land can stand,

THEREFORE BE IT RESOLVED: That the Dominion Government be petitioned to bear, in the form of grants, at least 50% of all capital expenditures in connection with the cost of education.

21. Whereas the Dominion Government did not see fit to consider the teaching profession eligible for a cost-of-living bonus, and

Whereas the Dominion Government did legislate in the field of education by order-in-council freezing teachers to their profession,

THEREFORE BE IT RESOLVED: That this Convention go on record as being opposed to the Dominion



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Government encroachment on education asking teachers to compile statistics in June and keep records of absentees for family bonus records, and

BE IT FURTHER RESOLVED: That this convention urge the teachers of the Province to object strenuously to any requirement that they participate in such work until such time as the Dominion Government enters the field of education in the form of enabling grants to Provincial Governments.

Pensions

BE IT RESOLVED: That steps be taken to increase more substantially the meagre pension of teachers.

23. Whereas present minimum salaries in Alberta are highly inadequate to attract capable people into the teaching profession,

THEREFORE BE IT RESOLVED: That this Association continue to press for the raising of the statutory minimum.

Sundry—

24. Whereas other professions—Medicine, Law, etc.—are allowed income-tax deductions for library, refresher courses, replacement of equipment, and

Whereas teachers have many unavoidable costs directly associated with their profession, such as, library, summer school, postage, etc.,

THEREFORE BE IT RESOLVED: That urgent representation be made to income-tax authorities that teachers be allowed to deduct such expenses from taxable income.

25. **BE IT RESOLVED:** That this convention make a strong representation to the Minister of Finance, Hon. Ilsley, for substantial reduction of Income Tax. (N.B.—This has already been wired to the Minister of Finance, on authority of the Provincial Executive.)

26. **BE IT RESOLVED:** That the Department of Health, or the proper authority, be approached with a view to publishing the Health Regulations as they affect schools, these to be published in a single booklet or pamphlet and distributed to all schools in the Province.

27. Whereas the acute need for dental services in this district is still more urgent than it was last year when a resolution was sent to the Department of Health, to the Department of Education and to the A.T.A. Head Office for attention at the A.G.M., urgently petitioning the Department of Health to try to obtain the services of a dentist for this district,

THEREFORE BE IT RESOLVED: That the Executive be instructed to embody the substance of last year's resolution on this matter in another urgent request to be sent *again* to the aforementioned three bodies.

* * *

The substance of the resolution referred to is embodied in the following:

"Whereas a large proportion of the physical defects reported by District Nurses amongst two-thirds of the children are dental, and

"Whereas in certain areas throughout the Province, particularly in the Peace River and Grande Prairie Districts, no dentist is located within a distance of 100 miles so as to make it impossible to obtain appointments, and

"Whereas this condition has prevailed over a period of years so that young people 15-19 years of age find it necessary to have major extractions, and

"Whereas since the health problem is being stressed because dental care is one of the most pressing needs and requires practical assistance,

"THEREFORE BE IT RESOLVED: That the Minister of Health be petitioned to provide for fully qualified dental practitioners in districts covering health units or school divisions throughout the Province."

28. BE IT RESOLVED: That the A.G.M. go on record as re-endorsing the report on Education by the Subcommittee of the Alberta Postwar Reconstruction Committee.

29. Whereas cases are on record of children having been admitted to Alberta schools in Grade I as a result of falsifying birth dates in declarations by parents, and

Whereas the Department of Vital Statistics no longer sends corrections re birth dates as in former years, and

Whereas, in any case, these corrections should be in the teacher's hands not later than one month after the Fall opening date of school,

THEREFORE BE IT RESOLVED: That this A.G.M. urge the Department of Vital Statistics to reinstitute its policy of checking birth dates of Grade I pupils born in Alberta as in former years, or failing this, that teachers be relieved forthwith of the necessity of supplying this information.

30. BE IT RESOLVED: That the Alberta Teachers' Association firmly adhere to the principle of equal pay for equal work in the teaching profession as is recognized in other professions regardless of marital status.

31. BE IT RESOLVED: That the A.T.A. request the abolition of issuing of further Teacher's War Emergency Certificates.

32. Whereas the expense incurred by the teachers in attending Summer Schools is for the benefit of education, and

Whereas teachers' salaries are inadequate.

THEREFORE BE IT RESOLVED: That teachers be given tuition-free courses in Summer Schools.

33. BE IT RESOLVED: That the whole matter of entrance requirements into the University of Alberta be thoroughly reviewed at the A.G.M., and that some definite action be taken with the proper authorities to remedy the situation as it now exists.

34. Whereas the establishment of Community Centre Schools in Alberta is imminent,

THEREFORE BE IT RESOLVED: That the Faculty of Education provide summer courses to train teachers for special duties in such schools.

Radio Broadcasts—

35. Whereas a considerable portion of the course in Social Studies in all high-school grades calls for a study of the news, and

Whereas due to variations in news broadcasts there is no standardization of news interpretation by teachers, and

Whereas the study of news could be greatly facilitated and variation of interpretation done away with if suitable news commentaries from district radio stations were available several times weekly during school hours, and

Whereas no such commentaries are available during school hours,

THEREFORE BE IT RESOLVED: That the central Executive be instructed to make arrangements, either through the Department of Education or independently through the radio stations, to have such commentaries presented several times weekly over district radio stations during school hours;

AND BE IT FURTHER RESOLVED: That it be pointed out to the Department of Education that such standardization could be used beneficially in the preparation of Grade IX and Grade XII Departmental Examinations in Social Studies.

Rope on Teacher's Neck....

School Clause Deleted

Warned that a proposed clause in a bill to amend The School Act would "allow school boards to hold a dagger at the heart of every teacher who has not got a university degree," the Legislature today agreed in committee of the whole to strike out the clause.

The amendment proposed to make it proper for a School Board to dismiss a teacher if he or she could be replaced by another "possessing higher qualifications or superior professional record."

The warning of its allegedly drastic possibilities came from Gordon Taylor (S.C.-Drumheller), himself a school teacher.

Hon. R. E. Ansley, Minister of Education, launched discussion of the clause by pointing out the school trustees had made representations to him. They felt the present "terms of reference" covering appeals against termination of teaching contracts did not permit a School Board to replace a teacher with one they deemed to be more efficient.

The Alberta Teachers' Association had contended that present regulations covered this situation, but the Alberta School Trustees' Association had asked that the regulation be made "more specific." This was what the proposed amendment would do.

The A.T.A. had argued that dismissal should not be affected by the presence or availability of another teacher. It feared Boards might use the proposed clause "viciously," the Minister said.

The trustees had given assurance that such a provision would be used properly, and contended they should

have the ability to build up a used staff. The Minister felt arguments were about equal on each side, and said he would leave it to the House to decide.

In doing so, he proposed an amendment which he said was designed to get away from the possibility of degrees and certificates being the deciding factor in such cases.

Mr. Taylor claimed the changed wording made little difference.

"It puts a noose around the neck of every school teacher, with the School Board holding the other end of the rope," he declared "and believe me some School Boards will be ready to pull it."

He argued there was no difficulty in discharging teachers who were found by inspectors to be inefficient.

Premier Manning said the weight of the evidence appeared to be about even on both sides, and in such cases it was generally the best policy to let present regulations stand. The House agreed by voice vote.

Also, at the instigation of Mr. Taylor the House approved an amendment which makes it compulsory for schools with ten or more teachers to appoint a vice-principal.

The Calgary Albertan.

Any students of the 1945 Summer Session who desire to purchase a copy of the University of Alberta Year Book *Evergreen and Gold* should send \$6.00 immediately to Mr. John Cuyler, Evergreen and Gold Office, University of Alberta.

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Children's Eyes Pay Too High a Toll

Second of a Series of Articles by Sight-Saving Committee

IN MANY of our schoolrooms and homes conditions exist which take a terrific toll of children's sight. Only recently has the question of sight-saving been considered and gross errors in lighting realized. Just as human beings everywhere have had to be aroused to the dangers from disease, so human beings everywhere must be aroused to the danger that besets human eyes. Surveys by the Eyesight Conservation Council show that 20 per cent of public school children and 40 per cent of College students in the United States have defective vision.

For centuries the artificial light from the oil lamp, the candle and the coal oil lamp was only a tiny fraction of daylight. Human eyes are daylight eyes. The human eye responds more favorably to daylight than to artificial light even if it is of the same intensity. Not until Edison invented the incandescent lamp, fifty years ago, did human beings have even the promise of light with the quality of daylight. Man has run counter to Nature, and, as always, Nature is exacting the penalty.

For centuries, also, human eyes were used mostly for distance seeing—and there is little of any strain for normal eyes in looking at objects at a distance of 20 feet or more. *As the distance between the eyes and the object on which they are focused decreases from 20 feet, the work of the eyes increases.*

Dr. Charles Sheard of the Mayo Clinic has stated that one-fourth of bodily energy goes into the process of seeing. When this amount of energy must be increased because of

insufficient light or glare, one begins to realize the great strain under which hundreds of students work. It is little wonder that many are retarded because of defective eyes.

Illumination is one of the most important factors in the process of seeing. Without light even the best of eyes cannot see. On a clear day in June the light shed by the sun:

- directly on the earth is 10,000 foot-candles.
- in the shade of a tree in a field is 1000 foot-candles.
- in the shade of a porch is 500 foot-candles.
- a few feet inside a window is 200 foot-candles.

But after the sun has gone down the light in the average living room is less than 5 foot-candles, or 1/2000 of sunlight.

Light acts as a "magnifier" of small details. An object must be twice as large to be visible under 1 foot-candle as it would have to be under 100 foot-candles. Science has found ways and means to save eyesight. Adequate proper lighting is not only generally available, but its cost is low. Modern lighting fixtures and modern lamps are inexpensive, compared with the cost of other equipment or furnishings.

Artificial Illumination of the Schoolroom

Luminaires

Type:

Indirect units, which direct 90 per cent to 100 per cent of light toward the ceiling; or

Semi-direct units, which direct 60 per cent to 90 per cent of the light

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toward the ceiling and the rest downward.

Fluorescent units. More nearly represent daylight. Will be the lighting of the future, but, at this stage, care must be taken to avoid flicker and glare.

Globes:

Of sufficient density to conceal completely the lamp within. Of dull finish.

Minimum size of enclosing globes for—

- 150-watt lamp 14" globe
- 200-watt lamp 16" globe
- 300-watt lamp to 500-watt.... 18" to 22" globe.

Location:

Installed in 2 rows lengthwise.

Placed well above normal line of vision.

Placed only against light background.

Operation:

Switches arranged so that lights on inner side of room can be turned on separately.

Photoelectric Cell—In the majority of cases eyes adapt to gradual changes in illumination and often teachers and pupils are not conscious that the light has fallen below the desired level until they experience fatigue or strain. In order to prevent this from happening, illumination can be controlled by a photoelectric cell. In such cases artificial light is turned on automatically whenever foot-candles fall below an indicated level.

Quantity of Illumination

Minimum:

15 foot-candles on all desks, tables, chalkboards and other work places.

25 foot-candles any place where fine detailed work is to be done.

Maintenance

Maintenance is of the utmost importance in all lighting:

Regular cleaning of—

- luminaires
- windows
- ceilings, walls and woodwork
- blackboards (must never be washed).

Regular redecorating—

Regular inspection of lighting facilities. (Lamps, both fluorescent and filament, blacken with use. After approximately 750 hours for filament and 2500 for fluorescent lamps the output decreases so much that it is wiser and cheaper to discard them.)

GLOSSARY:

Foot-candle—the amount of light received from a standard candle on a surface one foot from the light source in any direction.

Luminaire — lighting fixture or complete unit including lamp, shade, and other accessories.

Lamp—a generic term applied to any artificial light source and its operating mechanism.

Fluorescent Bulb—glass tube filled with mercury vapor; the inside is coated with a powder which fluoresces.

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Chief Superintendent of Schools



LIEUT.-COL. H. E. BALFOUR, M.A.,
Director of Administration

R. V. Bellamy, M.A., LL.B.

The Association wishes the best of health and happiness to Mr. Bellamy, M.A., LL.B., on his retirement as Registrar of the Department of Education after many years of efficient and conscientious service. Mr. Bellamy is a native-born Edmontonian. He had a brilliant University career, and learned the distinction of being a Rhodes Scholar. Previous to his appointment as Registrar, Mr. Bellamy practised law in the City of Edmonton. During several years as a member of the Edmonton Public School Board he served as Chairman, later becoming an Alderman for the City of Edmonton. While Registrar, Mr. Bellamy served as Secretary of the Board of Teacher Education and Certification.

Congratulations on Promotion



B. E. Walker, M.A.
Registrar

The appointment of Bernal Ernest Walker as Registrar at the Department of Education, succeeding R. V. Bellamy, retired, was announced recently.

The Department is to be congratulated on the quality and capacity of their new appointee, and friends, both personal and official, of Mr. Walker are gratified that his personality and varied, successful experience have won him recognition, leading to his appointment as a senior official of the Department.

From present trends it would appear that the office of Registrar is opening up and developing into one of greater significance in the Alberta system, and this position is to be held by one who, by virtue of his amiable personal qualities and experience, have marked him for advancement in whatever field of education he might aspire to. While in

University, he showed himself to be a lad of marked ability and accomplishment. Ernest was born in Texas, and after migrating to Alberta in his early years he attended school in Coaldale and Lethbridge. He secured his Bachelor of Arts degree in the University of Alberta in 1932, won a scholarship at the Sorbonne University of Paris, securing a diploma from the French Teacher Training School in 1933. On returning to his alma mater, he secured his High School Teaching Certificate in 1934. Then he went out teaching, serving one year as principal of the Retlaw School, after which he joined the staff of the Taber High School remaining there for five years. In 1940, he entered the Correspondence-School Branch of the Department of Education and served there for a year. While teaching he worked hard to improve his professional qualifications, and was awarded the M.A. degree from the University of Alberta in 1941. Previous to his appointment in charge of the Examinations Branch in 1943, he was principal of the Athabasca Town school, 1941 to 1943. Mr. Walker's service in charge of the Examinations Branch proved him to be a peculiarly competent in applying and focusing his studies, research work, and practical experience to his official duties.

All in all, therefore, he is the logical man to advance to the position of Registrar.

The booklet reviewed in the October issue of *The A.T.A. Magazine*, entitled "*Helen's Poems*," may be obtained by sending to Mrs. H. E. Moore, 9744 111th St., Edmonton, Alberta, 25c plus 5c for mailing.

EXPERIMENTATION in Secondary Education in Chile

By Olga P. Espinosa

EXPERIMENTATION in elementary education started early in this century in Chile. But experimentation on the secondary level only dates from 1932, when a governmental law created the "Liceo Experimental Manuel de Salas" in Santiago, the capital of Chile.

The purpose was to have a centre for studying new methods, new contents and new forms of school organization for the secondary level. From this centre of experimentation, new devices were expected to apply to the rest of the high schools of the country.

All the Chilean high schools are designated by a number and a name selected among the figures of our national history that have influence on education or intellectual life. The name of Manuel de Salas was selected for this new high school as a symbol. He was a prominent figure in Chile at the end of the 18th century, at the time of the colonial Spanish administration. He had the original idea, for that time, to found a school where the instruction was centered around vocational courses to prepare youth for economic activities, instead of the consecrated courses on theology, Latin and philosophy. In spite of the hostility of his time and society, Manuel de Salas succeeded in his purpose, and for many years his "Academia" functioned in Santiago, despite the scandal and resistance of the upper classes.

The main characteristic of the new high school created in 1932 was its coeducational system. Coeducation

exists in Chile, in the first elementary grades, but for the upper elementary and secondary grades, girls and boys study in separate schools. In this respect, the Liceo "Manuel de Salas" in 1932 also defied the traditional minds, as the old "Academia" did in the 18th century.

Although the legislation provided for the creation of a new high school, an elementary school was added since the first year; and since the beginning the same general principles were applied through the elementary to the upper grades. Of course, the emphasis of the experimental work was placed on the secondary grades.

A Chilean educator, Dr. Irma Salas Silva, Ph.D., from Columbia University was appointed as the Principal. For eight years she directed the life of the new centre of experimentation, and organized the courses of studies, methods and contents of the activities. In 1943, Dr. Salas left the Liceo for Supervisor Teaching at the Teachers College of the University of Chile, and Miss Florencia Barrios, graduate of Columbia University, assumed the direction of the high school.

The fact that both Principals had a former preparation at a U.S. University did not mean that American education was transferred to the Chilean high school: on the contrary, the basis of the whole system was the previous study of Chilean problems and needs, in order to organize a type of high school devoted to preparing the type of citizen needed for Chilean society.

At the present time, Liceo "Manuel de Salas" has about 500 students in its 6 year courses; that is the general scope of secondary Chilean education.

The technical direction of the school is assumed by the Principal in close collaboration with the whole council of teachers. Sessions of study are decided through the school year, the activities of the different courses are studied, the different projects are planned, the new researches are discussed and also the general achievements and every problem of the school life. Specific problems of the different departments are also studied and discussed in committee. This fact gives to the Liceo the characteristic of a true democratic centre, in which each teacher has a fundamental role to play and is very conscious of the importance of his individual contribution to the general development of the teaching and learning

process, as well as to the different activities carried on in the little community that constitutes the school.

The students have also a direct participation in the general life of the Liceo through their Student Council. Periodic assemblies are held, through which teachers and students share the common responsibilities of the problems of daily school life.

A Psycho-Pedagogical Department, consisting of a psychologist, a medical doctor, a social worker and the heads of the different departments, is the principal centre for research and technical studies.

In 1945, the former Parent Association was definitely transformed into a Parent-Teacher-Student Association, adding to the Liceo an important integrated organism to link the school with community life.

Apart from the classes, the students have plenty of opportunities

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for individual development through extra-curricular activities that range over the most varied field of intellectual, scientific, artistic and manual interests. These activities are carried on in special time devoted to them and all through the school year. Social Studies, General Science, Journalism, Foreign Languages, Theatre, Poetry, Painting and Sculpture, Manual Work, Sports and Athletics, are among the objects of the respective clubs or groups where the students select their preferences and activities.

A climax of freedom and responsibility, of creative work, of co-operation and solidarity, dominates the daily life at the "Manuel de Salas." Close friendship is developed amongst students and professors, and the so feared "problems of co-education" have never arisen. Mutual respect has developed between boys and girls, and specific researches have demonstrated how much young-

sters' behaviour and adjustment are improved by sharing common life and responsibilities.

Since 1943 the Liceo has published three important Bulletins outlining and reporting on specific researches and new devices as a guide for other high schools. The first one was devoted to Vocational and Professional Guidance, and gave the results of an intensive study in this field. The second Bulletin dealt with the different extra-curricular activities carried on in the Liceo; and also a detailed study on individual interests, tabulated by age, grades and sex. The third one, recently published in December 1945, is the most complete report on the general organization and functioning of the Liceo. The educational philosophy of the school is set forth there, and the whole organization of the different departments is presented in order to show how this educational philosophy functions through the educational process.

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At the present moment, a great reform of the secondary education is under way in Chile. The government has appointed a Commission of Chilean Teachers, and many of the research projects and achievements of the Liceo "Manuel de Salas" are now being considered as fundamental for setting the basis for the new secondary education. In this way a patient, and, mostly, difficult work covering thirteen years is showing itself as an effective contribution.

Whatever results accrue from this movement of reform, the Liceo "Manuel de Salas" will continue as

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a centre of experimentation, devoting its efforts to the study of the problems of secondary Chilean education, and aimed towards co-operation, social progress and advancement.

Science Briefs

Selenium compounds have been found to improve lubricating oil.

Penicillin, the production of which was about 10,000,000,000 units in 1943, now boasts a production reaching astronomical proportions.

Gamma-butyric acid is being used in the treatment of sleeping sickness.

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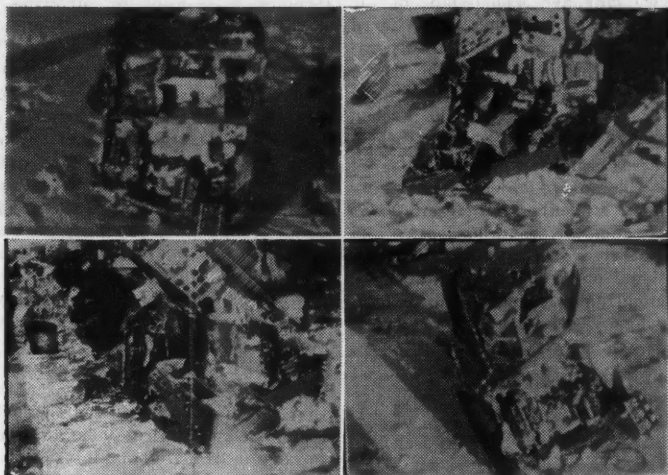
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The Carnegie Corporation Scholarships

Two language scholarships of the value of \$165.00 each are offered for 1946 by the Carnegie Corporation to Alberta students who desire to attend the University of Western Ontario Summer School for French conducted at Trois Pistoles, Quebec.

These scholarships are offered with the double object of bringing together students of different provinces and different outlooks, and also of giving those students an exceptional opportunity of acquiring a practical knowledge of the French language.

The scholarships are open to undergraduates, to High-School teachers, and to young University instructors in the Province of Alberta. Applications for the scholarship should reach the Registrar, University of Alberta, not later than April 20, and should contain particulars of the candidate's age and place of birth, and also a statement of his or her academic career and of his reasons for wishing to attend the school at Trois Pistoles.

Carnegie Endowment

Sample copies of two interesting and informative periodicals have been received. Possibly teachers, particularly those taking Social

Studies, may want to subscribe to them. Details regarding them are given below:

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How Do You Say It?

This is a series of articles, the substance of radio talks by

Duncan Innes, M.A.,

of the McDougall High School, over Station CJCA at 1:15 Sunday afternoons

Pronunciation — ProNUNciation or ProNOUNciation?

Coupon — COOpOn or CUEPOn?

Secretive — SEEKretive or SeCREEtive?

Westminster — West-MIN-is-ter or WestMINster?

Lloydminster — Lloyd-MIN-is-ter or LloydMINster?

Bade — Bayed or Bad?

Robust — ROBUST or Robust?

Indictment — INdICTment or IN-DITement?

Film — One syllable or two?

Impious — ImPIous or IMPious?

Formidable — ForMIDable or FORMidable?

Condolence — CONdolence or Con-DOLence?

Congruent — CONGruent or con-GRUent?

Mark your choice firmly in every case before you read further. There are THIRTEEN words in the list. Let us see if thirteen is lucky or unlucky. Pronunciation is pronounced as spelled; PRONOUNCE drops an O to become PRONUNCIATION both in the spelling and in the sound. COUPON, as VANCOUVER and COUPE, has the sound of OO in coop. It is noteworthy that the people who insist on sounding a long U in COUPON are the very people who fail to sound it in NEW, KNEW, and the like. SECRETIVE has the accent on the SECOND syllable. A MINSTER is a church while a MIN-IS-TER is found inside the church. The MINSTER of WESTMINSTER and LLOYDMINSTER has only TWO syllables. BADE, past of BID, is pronounced as BAD, to rhyme with FAD, no matter what the rule may

be. ROBUST is accented on the second syllable as any dictionary will testify. INDICTMENT is spelled with a C but pronounced without it; ask any lawyer. FILM, ELM, and some others are pronounced in ONE syllable; a little practice is all that is necessary. IMPIOUS has the accent on the IMP, not on the PIE. FORMIDABLE is better with the accent on the first syllable. CONDOL-ENCE is now pronounced with the stress on the second syllable. CONGRUENT should be sounded with the first syllable stressed, and with the click, a double G sound as in SINGAPORE. Teachers from whom I took geometry all said conGRUent, and I didn't know any better until I was asked about it by a couple of up-and-coming lads from Downing, Alberta. The youngsters have discovered dictionaries; and teachers, preachers, and radio announcers are no longer regarded as infallible. . . .

♦ ♦ ♦

PUT ON YOUR BEST BIB AND TUCKER is a well-known expression for "Put on your best clothes for some special occasion." Of course, a bib isn't considered formal attire today, and perhaps most of us wouldn't know a tucker if we saw one. A tucker was once a narrow piece of linen or lace folded across the upper part of a woman's dress; later it was some kind of detachable collar. Everyone knows a bib at a glance; we all wore bibs in our early years. Because of similarity in appearance, the upper part of an apron is called a bib. So is the upper part of a pair of overalls. This word bib has some strange family connections; it comes from the LATIN

BIBERE which meant to DRINK and to TIPPLE. Bib, which is short for bibere, does not mean to drink; rather it is cloth placed to catch what the infant does not drink. Bibere gives us also IMBIBE and BEVERAGE, as well as BIBULOUS, to describe those who drink too often and too much, and the WINE-BIBBER we read about in the Bible. Still you needn't think of all that when next you put on your best bib and tucker.

Geometry teachers might work on this one. Some of the pupils at the Wiesenthal School discovered a discrepancy between dictionaries and their geometry textbooks on the definition of TRAPEZIUM and TRAPEZOID. Strictly speaking, a TRAPEZIUM is a four-sided figure with no two sides parallel, and a TRAPEZOID is a four-sided figure with one pair of parallel sides. The writers of geometry textbooks should get together with Euclid on that point.

The polite salutation HOW DO YOU DO doesn't make sense when we try to take it apart. Scholars have puzzled over the problem and their guesses do not altogether agree. Still there was an Anglo-Saxon word DUGAN which meant TO BE WELL, or TO BE IN GOOD HEALTH. DUGAN changed through the centuries, apparently, and finally assumed

the same form as DO. To ask or say HOW DO YOU DO seems to be the same as HOW DO YOU FEEL, and that makes some sense.

Many of our words have changed in meaning through the generations; so much so that many earlier meanings are quite unknown today. There is a story that on the completion of St. Paul's Cathedral in London, the King told Sir Christopher Wren, the architect, that the building was AMUSING, AWFUL and ARTIFICIAL. If the story is true, the architect was probably pleased to receive such praise from his sovereign, though in our language the words are anything but complimentary when applied to a noble building. To Englishmen of that day, AMUSING meant amazing, AWFUL was used in its true sense of AWE-INSPIRING, and ARTIFICIAL meant artistic. . . .

The recent to-do over the choice of a headquarters site for the United Nations Organization and the strenuous objection of GREENWICH, Connecticut, to that choice gave radio folk a mild headache. As everyone knows, The Greenwich in England is quaintly pronounced as GRINIDGE or GRENIDGE. In Canada and in the United States, the inhabitants of other GREENWICHES are likely to favor a pronunciation in accord with the spelling. The people who live in Greenwich, Connecticut, do not agree among themselves, but the majority of them say green-witch. As a further example of the same sort of thing, WARWICK in England has only one W sound, but WARWICK, Alberta, insists on both of them. It looks as if we shall have to find where some places are before we can call them by name. . .

Speak the speech, I pray you, as I pronounced it to you . . . Shakespeare.

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Canadian Commentary...

By Stan Ross

(March 11, 1946)

THE PUBLIC meetings being held in Edmonton to discuss all phases of the City school system are an excellent idea, and it's one that could well be followed in every district throughout the Province.

It's time the public began to learn about the conditions existing in most schools. It's time this whole question was brought to the surface and fully discussed, and it's time we decided just what should be done.

It was found during the Edmonton discussions that schools have been allowed to deteriorate badly, and that more buildings and equipment are needed, and the same will be discovered in every other district

which takes the trouble to look into the matter.

At the same time, these meetings bring home the fact that the school teachers aren't receiving enough pay to attract anyone with any ambition or ability. As Mayor Ainlay told an Edmonton meeting, the City pays unskilled laborers more than it pays some school teachers.

But there's more to it than that. If school districts held meetings and examined their whole financial set-up, they might be in for a shock, because if they estimated the additional expenditures necessary to provide a good standard of education, and then if they appointed that additional amount on the tax roll,

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they'd discover that in order to obtain a decent standard of education the taxes on lands and buildings would jump to the point where no resident would be prepared to consider it for a moment.

In fact local taxation is now just as high as it can ever hope to be, and yet the income from school taxation throughout the Province has only increased by two million dollars during the past 20 years, and it can't be expected to increase much more rapidly than that during the next 20 years.

Thus the fact must be faced that either our standards of education are to remain as low as they are or else some other means must be found for improving them, and the only other means are those controlled by the Province, unless of course, the Dominion can be persuaded to contribute. The Province complains that its sources of taxation are limited, yet the Province does have many more sources than just land taxes, and Provincial revenues are increasing.

Now then, the Edmonton discussions disclosed that the Province contributes around five cents in the dollar towards City education. The Edmonton taxpayers contribute the balance and thus taxation for education is the largest expenditure in the whole City administration. But education forms only a small fraction of Provincial Government spending.

During his budget speech, Premier Manning provided figures showing that Provincial grants towards education had increased from under a million and a half in 1935 to the current proposal of three million seven hundred thousand. That is a large increase, but even so, it doesn't alter the fact that this is still only around 10% of the total Provincial revenue, while back in 1915 13% of the Provincial revenue was devoted to education. Thus education isn't

getting any greater share now than it did before. The only reason educational grants have gone up is that the Provincial revenues have gone up.

Then there's another way to consider it. In 1930 the Provincial grant represented 15% of the cost of education. In 1942 it represented 19%. This year it will be a shade higher, but it is still a long way short of the 50% which is to be paid by the Provincial Governments in other Provinces.

There is also the fact that there are increasing numbers of children to be educated. Yet the revenue obtainable from real estate has reached its peak. Thus there's an increasing gap, and the Provincial Government isn't filling the gap, with the result that Alberta schools are going back instead of forward.

Mr. Ansley apparently recognizes the difficulty because he said in the House that the Department was doing the best it could, but that the Provincial Treasurer couldn't begin to do what Mr. Ansley would like to see him do.

But surely that isn't the answer. Surely it isn't going to do any good to just ignore the situation as the budget has done. It's a matter that must be discussed by every resident. If the Province can't obtain more revenue, then it's a matter of deciding whether or not other expenditures must be cut to provide more money for schools. If everyone is satisfied to leave matters as they are, that is one thing, but if there is anyone who thinks that schools should be properly manned and that educational standards should be improved, now is the time to talk that over with the local Member, because there's no point in criticizing him after the work of the session is completed—it's right now that the Members want to know your views, so that they can act!

Obituary



Miss L. Jean Sangster

On February 13, Miss L. Jean Sangster, one of Calgary's most valued teachers, passed away at the home of her brother-in-law in Vancouver after long illness.

Miss Sangster was born in Nova Scotia, received her early education

there, and, after graduation from high school, came West to take her Normal course at Edmonton. She taught at several places in Alberta, and spent some time at the University of California, where she graduated in Arts. Later, she continued a successful teaching career as a member of the staff of the East Calgary High School. During a year's leave of absence in 1936-37, Miss Sangster obtained her Master's degree at Columbia and spent a summer travelling in Europe. On her return to Calgary, she joined the staff of Western Canada High School, where she continued to teach until June, 1944, when she was obliged to resign on account of ill health.

Miss Sangster was known for her sincerity and candour, her generosity to worthy causes, her seriousness of purpose, and her great devotion to her work. She had a very keen interest in the welfare of her students—an interest which continued even through months of illness, when she was always eager to hear news of "Western." Friends who visited her during her illness, or who received occasionally her bright and cheerful letters, found her happiness and courage an inspiration which they will not easily forget.

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INDUSTRIAL ARTS

Edited by Lloyd N.

Shall We Drift, or Shall We Drive?

ALMOST SIX years have elapsed since the birth of our Province-wide Shop teachers' organization, "The Industrial Arts Teachers of Alberta," or, as it is now familiarly known, the IATA. Of course, a considerable amount of water has gone under the bridge since then. And a goodly volume of the "water under the bridge," in terms of educational advances, bears directly or indirectly on the present status and future progress of Industrial Arts education in this Province. That the IATA has served a very useful purpose during these years has never been denied. That it can continue to fill a need in the years ahead is equally true.

Those individuals who were instrumental in the organization of the IATA back there in the summer of 1940 established at the outset certain definite objectives. Those same individuals, as executive members, have never lost sight of these goals during the ensuing years. Those optimists among us, who at the beginning found themselves being laughed at for their over-optimism and so-called wild predictions, now have the satisfaction of knowing that their "wild dreams" have been realized. And realized, not in ten years as they then predicted, but in slightly more than five years. Work has been done; objectives have been gained.

The fifth annual statement of the executive of the IATA has gone out to all members during the past month. The retiring president, Mr. Neil J. Cameron, has brought out in his report certain thought-provoking statements regarding the past record of the organization, and also certain

Elliott, Calgary.

thoughts of the future development. We find in his summary:

1. That five of the original six specific objectives have been gained.
2. That Industrial Arts Education has been adopted in Alberta.
3. That the terminology associated with Industrial Arts is now "in vogue" in this Province.
4. That university recognition of Industrial Arts Education has been achieved here.
5. That teacher-training in Industrial Arts, with all courses leading directly towards degree work in education, now exists in Alberta.
6. That the brief of the IATA to the Faculty of Education in January, 1945, was a document worthy of recognition and thorough study by all those who profess to be concerned over the complete education of Alberta's youth.
7. That suggestions which have been made from time to time by the executive of the IATA regarding possible improvements in the setup of summer-school courses in Shop subjects have been adopted where possible by the administration of the summer school.
8. That the IATA has never suffered from want of members, but like the majority of organizations, it has always suffered from complacency on the part of its members at large.
9. That on more than one occasion the executive has tried to put into operation some successful scheme for the exchange of ideas, plans, shop procedures,

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etc., among the Shop teachers in Alberta, and each attempt has failed—failed for reasons beyond the control of those who worked so hard to ensure their success. But the executive has never admitted that the problem is impossible of solution.

10. That the "Industrial Arts Page" of *The A.T.A. Magazine* has always served a need, has been a source of regular monthly contact among the members, and that it should receive better support.

Mr. Cameron then goes on to intimate that in his opinion the IATA is at the crossroads in its existence, and that to assure its future progress it must now be overhauled, re-established, and charged with new life and new objectives to be achieved in the field of Industrial Arts education during the years ahead. On the one hand, he expresses the fear that an organization with a successful past may be in danger of drifting aimlessly in open water if no definite goal is in view. To let the ship drift leads only to its ultimate destruction.

On the other hand, our retiring president sees in the future a very important part for the IATA to play in the development of Industrial Arts education in this Province: It should be a driving force, working towards carefully chosen goals. It should receive the whole-hearted active support of all its members. All Industrial Arts teachers should be its members. Without assistance it can only drift to oblivion. With leadership and strong support, it can drive ahead to success.

What Would You Write?

Each year about this time we make our appeal for contributions to this department of the magazine. We remind our readers that the monthly appearance of *The A.T.A. Magazine* (and of this integral part of it) does not come about simply as a matter of course. The monthly deadline must be, and is, met. Occasionally we are somewhat shocked, though pleasantly, to find in our mail some letter to the editor, some comment pro or con re our efforts, or indeed some rare offer of help to fill these pages.

Well, what would you write? And by all means let us have your contribution, if you would like to have something to say through the medium of this department. It may be just what we need in the way of a stimulant. Only last week two primary teachers from widely separated parts of the Province informed us that they never miss the reading of our Industrial Arts page (which makes us feel better already). And incidentally, we wonder if we have any readers among the Shop teachers.

—L. E.

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Official Bulletin, Department of Education

No. 94

Canadian Physical Education Association Conventions

Alberta teachers will be interested to learn that the Canadian Physical Education Association is planning to hold its biennial convention this year in Jasper Park from June 20th to June 23rd, inclusive.

This is the first time that this convention has been awarded to Alberta, and teachers interested in physical training, recreation and health education particularly, will

appreciate this opportunity to meet nationally-known leaders in this important field of education.

Detailed information concerning the programme of the convention, arrangements being made for accommodation and other matters, may be obtained from the president of the convention executive, Mr. A. Stuart Bird, 518 Civic Block, Edmonton.

Audio-Visual Aids to Teaching

The following new films have been added to the library of the Audio-Visual Aids Branch recently:

No.	TITLE	Subject	Optimum Grade Placement	Grade Spread
T-155	Dehydration	Home Economics	X	VII-XI
T-156	Alaska's Silver Millions	Social Studies	VIII	V-XI
		Social Living		
T-157	How the ear Functions	Health	X	VIII-XII
		Physics		
T-158	On Tour in South Africa	Social Studies	VII-VIII	IV-XII
T-159	The Pygmies	Social Living	IV	IV-IX
		Social Studies		
T-160	Trees that Reach the Sky	Social Studies	IX	VI-X
T-161	Valley of the Tennessee	Social Studies	XII	XI-XII
T-162	Winter Sports	Miscellaneous		I-XII
T-163	Japan's Surrender	Social Studies	IX-XII	VII-XII
CPQ-2	Inland Voyaging	Social Studies	VII	IV-XII
(On extended loan from the C.P.R. Motion Picture Bureau.)				

Descriptions

T-155 DEHYDRATION:

This film pictures and describes how scientific research, by advancing the dehydration of many foods, has made remarkable savings in weight, space, containers, and transportation, while preserving vitamins and nutritional values. It depicts

many details of the actual processes, and shows how a jeep can deliver to an infantry company enough dehydrated food in a small package to equal five truckloads of fresh food. Besides it shows an interesting application of modern science to pressing wartime needs and reveals new

horizons for business and home life. (2 reels.) U.S. Department of Agriculture.

T-156 ALASKA'S SILVER

MILLIONS:

This is a remarkable picturization of the three geographic divisions of Alaska, including an exhaustive study of the life of salmon, and of the entire salmon industry. (3 reels.) Beverly-Jones.

T-157 HOW THE EAR FUNCTIONS

This film gives a complete and comprehensive explanation of the entire ear structure and its mechanism. It shows how sound waves are received by the inner ear and where they are converted into nerve impulses. The presentation should be most effective in the classroom. Knowledge Builders.

T-158 ON TOUR IN SOUTH

AFRICA

This is a new print of SAT-54, a travelogue of South Africa. Reels 1, 2 and 3 are together and picture Natal Durban, The Transvaal, Pretoria, Johannesburg, and the gold mines, also Rhodesia and Victoria Falls. Reels 4 and 5 (together) picture a trip by boat from Durban to Cape Town, Cape Town itself and environs, and Table Mountain. African Film Productions.

T-159 PYGMIES OF AFRICA:

This film pictures the life and habits of the Pygmies, the dominance of their food-getting activities. It shows shelter construction, root digging, bow and arrow making, spear practice, techniques of hunting, food preparation, eating habits, basket making, wild honey harvesting, bark fabric preparation and dyeing, and ivory collecting activities. Bartering, witch doctoring, praying and sacrificial offerings are portrayed in their natural settings. Erpi.

T-160 TREES THAT REACH THE SKY:

This film is a good portrayal of certain phases of the lumbering in-

dustry, the felling of trees, transporting them to the mills, sawing, and the manufacture of plywood. It pictures the fabrication of Sitka Spruce and Douglas Fir into plane fusilages. National Film Board.

T-161 VALLEY OF THE

TENNESSEE:

This documentary film is based on the rehabilitation of the Tennessee Valley through the TVA project. 1038 feet. American Scene Series.

T-162 WINTER SPORTS:

This film shows excellent pictures of various forms of skiing, skating, ice boating, ice baseball, basket-ball and broom hockey with thrilling bobsled races to conclude. National Film Board.

T-163 JAPAN'S SURRENDER:

This is an excellent documentary film. Castle.

CPQ-2 INLAND VOYAGING:

This film pictures a trip across the Great Lakes, Toronto, to Winnipeg via Port McNicoll and the Twin Cities. Canadian Pacific Motion Picture Bureau.

The following pictures have recently been placed in the library of the Audio-Visual Aids Branch on extended loan from The United Kingdom Information Office, Ottawa, and are available to schools upon application:

G-15 BRITAIN'S GOVERNMENT:

These are excellent photographs of the members of the present Cabinet of the United Kingdom. Optimum Grade Placement—IX; Grade Spread—VII-XII.

G-16 UNITED NATIONS

ORGANIZATION:

This is a series of large photographs taken during sessions of UNO. Optimum Grade Placement—XII; Grade Spread—IX-XII.

G-17 BRITAIN:

These are large clear pictures of scenes in the British Isles. Optimum Grade Placement—VIII; Grade Spread—VI-IX.

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While contributions may be sent to any of the Co-Editors, those concerning the intermediate and elementary school are of special concern to Miss Jagoe, c/o Faculty of Education, University of Alberta, Calgary. Send high school science material to J. T. Cuyler, Alexandra High School, Medicine Hat. High school mathematics items should be sent to A. J. Cook, University of Alberta, Edmonton.

"Theory" in Grade IX

By GEORGE DANN, B.Sc.,
Balmoral Jr. High School, Calgary.

For a number of years now, we have heard about activity in education and at times an implication, if not the actual statement, that nothing should be presented in school that does not admit of actual manual activity by the pupil. Examine the grade nine science course and see how rich an association of meaning is missed if such a policy is followed to the letter. The invisible demands attention.

In a number of places in the course radiant energy enters: in the work on the sources of heat; under forms of energy; as light; in radio waves; in the law of the conservation of matter, where the atomic bomb probably should not be neglected; in the chemical action of the sun's rays and where invisible radiation is turned to visible by the phosphors in the fluorescent lamp.

In the first case mentioned, the sun is listed among the sources of heat. Let us start at the source and work towards the earth. In the sun we have a process similar to that occurring in the atomic bomb; that is, the transformation of matter into energy and not a process similar to oxidation. The energy travels from the sun to the earth in the form of

radiant energy. Here a theory regarding the nature of light steps in unless you wish to create the impression that heat as such travels through a vacuum. On reaching the earth the energy transforms into heat energy, is stored in plants as chemical energy, or is reflected into space; etc.

In order to make the facts cling together in an integrated story a theory is needed. Besides how can you distinguish between theories and laws as required by the course better than by presenting a theory? For these reasons, at least, I suggest that grade nine should be given the idea of the propagation of radiant energy by waves.

Where might the subject of waves be introduced? Probably at the beginning of the work on sound when it is demonstrated that sound is produced by a vibrating body. Here the subject of longitudinal waves might be taken up. They could be demonstrated in a coil of wire, seen in the picture, "Sound Waves and Their Sources," represented by diagram on the blackboard and observed in the drawings in the textbooks. The description of the relation between the direction of the motion of the wave and the direction of the motion of the particles of the medium offers a short but challenging exercise in sentence-building.

In contrast with the longitudinal waves are the transverse waves as seen in a rope or in water. The demonstration of these is simple enough, and the description of the two motions mentioned above follows readily. Even though the electro-magnetic wave, which constitutes radiant energy, is not as simple as the transverse in a rope, the waves of radiant energy might be thought of as being like the waves in a rope.

If the subject of transverse waves goes further than a discussion of their nature and includes the meaning of such everyday terms as amplitude, frequency and wave length, it is a very simple step, in taking the work on radio, to get across the essence of the methods of sending radio signals by amplitude modulation and frequency modulation.

I hear the cry, "All too advanced for grade nine!" and yet if there is no attempt to picture sound waves in a material medium and light waves in ether, the pupil is left with nothing but, shall we say, experimental piffle, lacking in setting and, as a result, somewhat barren in meaning. Besides, even the dullest pupil cannot help but carry away the concept of a theory lying behind and helping to explain the known facts.

A half inch rope made of nylon can support a load of three tons.

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Mathematics Takes a Holiday

(Having lost their numbers, students find them again in the most unexpected places!)

By **WENDALL W. HANER**,
St. Joseph High School,
St. Joseph, Michigan.

Taken from **THE MATHEMATICS
TEACHER**, February, 1946.

"If I could spend one whole day at the side of every student, pointing out to him the importance of numbers in everyday living, what a difference it would make in student interest!"

At this wishing well every mathematics instructor interested in his subject and alive to the thrill of student response frequently finds himself. And if the wish were granted? Probably, in his enthusiasm, the teacher would greatly overdo the matter. And his adventure in omnipresence might end in his becoming decidedly unwelcome in many quarters, and acquiring a reputation for a one-track mind in others.

Perhaps there is a better way to achieve the same result. Why not use a system which will make every student an eager assistant in demonstrating the importance of numbers to every other student in the thrill of an exciting game?

The plan is No-Math Day. On this occasion no number work is done in classes. Stories or general discussions take its place. Mathematics is officially blacked out, slumbering and forgotten. But under the surface, in countless real-life situations, attention on numbers is at fever pitch, for traps are everywhere. One's best friends are plotting intrigue and preparing subtle snares. "Math production" is at its peak, for the No-Math Game is on!

Its rules are simple. No student is to reply to a question requiring a number answer unless he first says "Math"—thus indicating his recognition of a need for numbers. If he fails to say the magic word, he is caught and his blunder figuratively forfeits his scalp to adorn the belt of his questioner. Each pupil is instructed to catch as many others as possible and as often as he can.

Students are cautioned not to let a victim know when he is caught, but to lead him on and run up the score! One expert once clinched a championship when he found a friend reading in the library. Keeping attention on the book, he asked the unsuspecting reader the number of pages read, the number of books read that month, the time spent in reading each day, and many more questions—until he had collected seventeen unrecognized number answers in five minutes!

The time of day, locker combinations, distances, dimensions, personal statistics, addresses, and a multitude of kindred items with number content are stressed and explored with a vigor and thoroughness which a teacher alone could never produce. And, in addition, every pupil has an exciting day making and avoiding clever mathematical questions and immensely enjoying the fun of numbers.

The next day the secrets are out. Classes in mathematics become hours

of fun as open-mouthed pupils learn how they played into the hands of clever schemers—and how many places they used numbers that they had never recognized as mathematical situations before. Even the teacher finds new number uses, for usually one or more members of a class will arrive with his name on the victim list!

No-Math Day can very profitably become a special event to be observed in the early part of each school year. Students soon begin to hear about it, look forward to it, plan for it, discuss it with their parents and classmates—and begin their study of mathematics with a new eagerness because of it.

♦ ♦ ♦

Note: The above, if fairly well organized, seems to have distinct possibilities in the Intermediate School for arousing interest in mathematics. It seems worth experimenting with, at least.

F.J.

Visitor (laying down pen): It's bad enough that you have bugs in the hotel, but when they come down to see what room you take that's too much.

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Local News

TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by A.T.A. office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

ATA

A meeting of the Ata Sub-local was held in Del Bonita at the home of Mrs. S. Woods on February 20, with president Mr. H. West in the chair. Some of the matters discussed were the salary schedule and the annual track meet to be held at Del Bonita in June. Miss Lightfoot led a discussion on "Remedial Reading in the Lower Grades." Mr. West gave a brief summary on "Why We Have Poor Readers." The meeting was adjourned, and a delicious dinner was served by Mrs. S. Woods and Mrs. H. West.

BAWLF

The second meeting of the Bawlf Sub-local was held at February 19. Ten members were present. Mr. L. Olson presided. The main topics under discussion were the salary schedule and the suggestions of the negotiating committee regarding the proposed salary schedule for next term. The next meeting will be held at Ohaton, April 8.

CALGARY

The Calgary Local of the A.T.A. (Rural) held its March meeting in the Public Library on March 2. Attendance was small, but debate was strenuous on the report re the track meet which was presented by Mr. J. Majakey. A candidate for geographic representative spoke to the meeting briefly, and a resolution was framed for the approval of the A.G.M.

This was one of the best meetings held by this Local for some time, as it got under way fairly promptly, business was put through in logical order, and all members took advantage of their privileges by taking active part in the debate. It is to be remembered that a time limit has been set for the length of the meeting, and that this meeting adhered strictly to this rule.

Further meetings are to be held on the first Saturday of each month, so that all teachers can plan to attend.

CAMROSE

A special meeting of the Camrose Sub-local was held in the Alice Hotel on Saturday, Feb. 2, for the purpose of a discussion on the new pension idea, and the salary schedule of the Camrose Division.

The regular meeting of the Camrose Sub-local was held on Feb. 16 in the Alice Hotel at 2 p.m. Material on Teachers' Pension of the provinces of Canada was read by Mr. McCleary. Mrs. Brager gave a report on the new salary schedule being made by the Divisional negotiating committee.

CASTOR

The first meeting of 1945-46 of the Castor Sub-local was held at the Castor School on March 2, 1946. Mr. E. C. Brooks, in the chair, opened the meeting and outlined the program for the afternoon. The meeting dis-

cussed the legislative power of the A.G.M. and prepared recommendations which will be presented to the Local Councillors. Then a discussion about the Track Meet followed. It was agreed that representation in the Track Events shall be granted according to the school enrolment. Each Sub-local shall have the eliminations preparatory to the Local Track Meet which shall probably be held at Castor.

On Feb. 23 the Castor Local executive and Salary Negotiating Committee met at the Castor school. Seven members were present. The following nominations were made for the Provincial Executive: (1) President: Mr. Melanese, Grande Prairie; (2) Vice-President: Dr. Smith, Edmonton; (3) District Representative: Mr. I. Birdsell, Forestburg. The secretary was appointed Press Correspondent. Suggestions were made by the executive to the Salary Negotiating Committee. It was decided that a Sub-local track meet should be held in the spring, to be followed by a grand meet of the whole Local. Much discussion followed on "Why the Central Executive seemed in favor of the 30 days' dismissal clause." The Local executive was opposed. The meeting adjourned. The next meeting will be held at Castor, April 6.

COALDALE

Twenty-one members from Readymade, White, Crystal Lake, Hysop, Coaldale and Hardieville, gathered at Hardieville School on February 21st. Mr. Knowles, Principal of White School, presented a report on the Salary Negotiating Committee. Several motions grew from the report, dealing with teachers' salaries, the bonus clause, increments, reinstated certificates, University degrees and notifications from school boards to teachers they intend to move. Mr. Holman of Diamond City was nominated for the A.T.A. executive position. Refreshments were served by the Hardieville negotiating committee. The next meeting of the Coaldale Sub-local is to be held on March 4th at Coaldale.

Nineteen members from Readymade, Coaldale and White met at Coaldale School on March 4th. A short report was presented by Mr. Knowles on the Salary Negotiating Committee. Resolutions were drawn up by the group. These are to be presented to the A.G.M. Musical Festival details were discussed. A motion was passed that an open class be added to the local festival, to allow for High School boys' solos. Projection machines were discussed. Interesting films were shown in a sample demonstration. Lunch served by the Coaldale staff was enjoyed by all members.

CZAR-HUGHENDEN

On Saturday, March 2, members of the Czar-Hughenden Sub-local met in the Junior Room of the Hughenden School. Reports were given by Miss G. Siebrasse of Czar and Mr. A. Strandberg of Amisk, on the business carried on at the recent Executive meeting in Provost. Discussion followed regarding salary schedule proposals; and the remainder of the time was spent in discussing various methods of teaching Current Events in the different grades. The next meeting will be held in Czar on April 6. Each member is requested to bring a question for the Question Box. Following the meeting, lunch was served at the cafe.

DAPP-JARVIE-FAWCETT

The meeting of the Dapp-Jarvie-Fawcett Sub-local was held at Jarvie on March 9. Discussions took place on Remedial English and Sports. Suggestions about the Track Meet were also accepted. Lunch was served at the close of the meeting. The next meeting

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will be held in Fawcett on April 13, to be in charge of the Fawcett teachers.

HOLDEN

The Holden Sub-local met at the Pederson home on Tuesday evening, March 12. Many timely, interesting topics were discussed. The festival concert (to be held April 10) was drawn up and approved by all present. After the meeting adjourned Miss Rosen and Miss Giebelhaus served lunch. At the kind invitation of Miss Ridley the next meeting will be held on Tuesday, April 16, at Marconi School.

DRAYTON VALLEY

A meeting of the Drayton Valley Sub-local was held on February 23 at the home of Shirley Medd. The meeting was devoted to discussions on enterprise and the Track Meet to be held in May. The next meeting will include a round-table discussion on Community Economics and Music teaching in the elementary school. It is to be held on March 23, at the same place.

DERWENT

The regular meeting of the Derwent Sub-local was held in the Derwent School on March 2. The teachers wish to welcome Mr. M. Scuba to their staff. Reports and discussions on vital problems were discussed: Choosing of Markers for Grade IX; Edmonton Salary Schedule; Track and Field Meet; Festivals and Salary Schedule. Mr. W. C. Bober was elected as Councillor. A delightful lunch and bridge party were enjoyed by those who stayed behind.

ELK POINT

The February meeting was held in the Elk Point High School, with eight members present. The "Standardized Test Committee" reported on results of the special meeting held. The tests are now being handed in for approval. A paper on "Primary English" was given by Miss Bloor of Pleasant Dale. The next meeting was set for March 2, 1946.

The March meeting of the Elk Point Sub-local was held March 2, 1946 in the Elk Point Intermediate room. Eight members attended. A resolution was passed urging the completion of the railway from Heinsburg to Frenchman's Butte, Saskatchewan, by the Canadian National Railways. A similar resolution was forwarded to the Dept. of Public Works, Edmonton, regarding replacing the Elk Point ferry with a bridge. A Festival Committee were appointed to plan the 1946 Festival. A Music Demonstration was given by Mrs. N. B. Sumpton of Elk Point Junior room. She showed what can be accomplished with Tonettes—now many of her last year's tonette class are taking lessons on other instruments. Discussion of "Music in Our Classes" followed.

EDSON

The January meeting of the Edson Sub-local was held January 30 in the Home Economics Room. A discussion was held concerning the salary schedule. Lunch was served by Miss B. Mason and Miss L. Hay.

A special meeting was called February 15. Mr. Meade reported on the new salary sched-

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ule as outlined by the Board. After a discussion, it was moved by Miss B. Mason and seconded by Mr. Dakin that the proposed salary schedule be accepted. Carried.

The last meeting was held February 27 in the Home Economics Room. It was reported the School Board had accepted the new salary schedule. There was a short discussion on sports equipment for the spring term. A delicious lunch was served by Miss Ferguson and Mr. Wells.

EVANSBURG-WILDWOOD

The February meeting of the Evansburg-Wildwood Sub-local was held at the home of Mrs. Bown, Wildwood. Mrs. Woods gave an interesting talk on "Problem Children." A discussion of the reader problem followed. The March meeting was to be held at the home of Mrs. Rogers Styal. The hostess served a delicious lunch.

Evansburg-Wildwood held their March meeting at the home of Mrs. Rogers, Styal. The councillor, Mrs. Hellekson, gave a brief talk on the Executive meeting at Edson. The reader problem was again discussed. It was decided to give some reading tests to the elementary and intermediate grades. The next meeting is to be held at the home of Mrs. Stonehocker, Evansburg. Mrs. Rogers served a delicious lunch.

GRANDE PRAIRIE

The Grande Prairie Sub-local held its regular meeting March 2 at 2:00 p.m. in the Montrose School. The members discussed the news letter, the advisability of sending in resolutions to the A.G.M., and the support to be given to the candidates for the A.T.A. general elections. The program consisted of a review of J. R. Perkins' book, "The Emperor's Physician." The Sub-local has been given some very interesting reviews and this last one by Mrs. Gray was of the same general excellence. Mr. Holmberg gave us two fine piano selections. The members then decided to have a bowling or curling party some Saturday afternoon, arrangements to be made by the president.

INNISFREE-RANFURLY

The Innisfree-Ranfurlly Sub-local held a meeting at the Innisfree High School on March 9th. Mr. Pehyk gave a report on the Local meeting held at Vegreville concerning such topics as Curriculum Changes, Salary Negotiation, and Mr. Kostash's report from the Central Executive. The pamphlet "Alberta as Educator" was discussed and the Sub-local felt that each member should have a copy. Miss Romanuk gave an interesting talk on "Art As It is Correlated in the Enterprise," and a discussion followed. An enjoyable lunch was served by Miss Cruikshank and Miss McLeod.

LETHBRIDGE

The Lethbridge A.T.A. Executive met in the board room of the Divisional office on February 16th, at 11 a.m. The minutes of the previous meeting were adopted, on a motion from Mr. P. Holt and Mr. M. Holman. The question of a meeting place was dis-

The A.T.A. Magazine

cussed, and it was decided to ask the Lethbridge School Division for permission to use the board room. Mr. C. Allen moved and Mr. Holman seconded that the charter should be framed and permission be asked to have it hung in the board room of the divisional office in the event of this becoming a regular meeting place for the A.T.A. Local.

Correspondence from the head office was read and discussed. Mr. C. Allen and Miss H. Bews moved that the Sub-locals be given an opportunity to submit resolutions, and also nominations for the positions of President, Vice-President, and District Representative of the Provincial Organizations. Resolutions which had already been received from Sub-locals were read and discussed.

Mr. C. Allen and Mr. K. Bride moved that the A.G.M. Councillors be allowed 10c per mile to cover expenses of attending Sub-local meetings other than those of their own Sub-local. Mr. R. I. Baker, president and A.G.M. Councillor, gave the group information received from the Head Office regarding salary schedules, curriculum revision, and pension schemes.

A motion was passed that the secretary contact the members of parliament, and ask them to support the pension plans for teachers. Mr. M. Knowles, chairman of the salary negotiating committee, reported on the proposals of the salary committee, and the meeting with representatives of the Divisional Board. Mr. Knowles suggested that the members of the executive find out from their Sub-locals the lowest minimum which they are willing to accept, and forward the information with signatures of teachers to the chairman of the Salary Negotiating Committee before February 26th. The President declared the meeting adjourned.

LETHBRIDGE

Mr. R. I. Baker, president, presided at the meeting of the Lethbridge Local held in the Y.M.C.A. on March 9th, at 2 p.m. All members and the chairman of the salary negotiating committee were present. Following the adoption of the minutes, suggestions for nominations received from Sub-locals were considered. Mr. W. White nominated Mr. M. Holman as district representative for South-Western Alberta.

The question of publicity for district representatives was considered, following which it was moved by H. Bews and seconded by K. Bride that circular letters asking for support of Mr. M. Holman as district representative be sent to other A.T.A. Locals; and further, that Mr. Holman and a companion campaign personally in other A.T.A. Locals wherever possible. The motion included the suggestion that a radio broadcast on behalf of Mr. M. Holman be made shortly after the ballots are mailed out. L. J. McKenzie and H. Bews moved that the problem of encouraging all teachers to exercise their franchise be taken up by Mr. Baker at the next principals' meeting.

Several resolutions from the Sub-locals were considered, and it was decided to have the Lethbridge A.T.A. support them. Mr. Knowles, chairman of the Salary Negotiating

Committee, reported on the final offer of the Board re salary adjustments for this year. It was decided to call a general meeting of the teachers of the Lethbridge Local for the purpose of appointing a new negotiator.

RADWAY

A meeting of the Radway Sub-local was held at Radway on Monday, February 25. It was decided to hold a Music Festival. A committee to take charge of the festival was elected. The members of the committee are Mr. Dubeta, Mrs. Gavinechuk and Mr. Sawka.

STETTLE

The Stettler Sub-local has been holding regular monthly meetings during the fall and winter months. Following are the list of officers elected at the September meeting: President, Mr. James Briggs; Vice-President, Mr. Norman Muir; Sec.-Treas., Mrs. Crone; Program Convener, Mr. S. Hooper; Social Committee, Miss H. Keil, Mrs. Nicholl, Mrs. Reade; Councillors, Mr. Hooper and Miss Casper; Press Correspondent, Mrs. Banford.

STRATHMORE

The regular meeting of the Strathmore Sub-local was held in the Carlsland school on February 29. Mr. Eyres led a discussion on the need of a track meet, and it was agreed by all that the Local would hold one this coming spring. The committee in charge of planning record cards and personality forms submitted their plans. The meeting was concluded with a refreshing lunch served by the Carlsland teachers.

A well-attended meeting of the Strathmore Sub-local was held at the home of Mr. and Mrs. Roy Eyres on March 20. Mr. Eyres gave a report on the new salary schedule and of the coming track meet which will be held in Strathmore on May 17. Mr. Crowther led an interesting discussion on the purpose and methods of teaching current events. The meeting was concluded with an appetizing lunch served by Mr. and Mrs. Eyres.

SWALWELL-ACME

A meeting of the Swalwell-Acme Sub-local was held January 23 in Swalwell High School, with eight members present. Due to bad roads, the speakers for the evening were unable to be present; so a discussion on the new proposed salary schedule was led by Mr. Ward. At the close, the Home Economics teacher, Miss N. Heichen, served a delicious lunch.

A meeting of the Swalwell-Acme Sub-local was held in Acme High School February 27, with a good attendance of 12. The matter of the annual track meet was discussed, and it was decided to hold it in Acme on May 29. Mr. Ward, Principal of Acme High School, then demonstrated the qualities of the Balopticon, which proved of interest to all. Following the meeting, lunch was served in the Home Economics room by the hostesses, Miss Awcock and Miss Bowhay.

TOFIELD

The regular meeting of the Tofield Sub-local was held in Tofield on March 8, with

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seventeen members present. Reports were heard on the Local executive meeting, "Alberta as Educator," and the festival. Dates were set for the festival programs, Lindbrook to be early in April, Tofield town on April 17, and Tofield rural on April 18. Mr. Olson was to draw up for the next meeting a tentative program for the Local track meet. Following a delicious lunch served by Mrs. J. McCowan and Miss E. Brown, the meeting adjourned. The next meeting was set for March 22.

WASKATENAU

The Waskatenau Sub-local held their March meeting at the home of Mr. and Mrs. R. J. Elliott. The chief subject of discussion was the spring festival. Inspector H. A. Kostash was present at the meeting and gave the teachers some valuable help on the subject. Difficulties in obtaining radios for schools was another topic introduced. The Smoky Lake Divisional Board will pay an amount equal to any sum raised by a school toward a piano or radio. Clodford school has had a successful community rink this winter. A delicious lunch, prepared by Mrs. McClung, brought the meeting to a close.

WETASKIWIN

The Wetaskiwin Local meeting was held in the Home Economics Room at 4:15, Jan. 9, 1946. The minutes were adopted as read. A Salary Negotiation Report was given by Mr. H. Lommes. Mr. Blockidge moved that the committee in its negotiations with the board endeavor to maintain ratio set out by the Rehabilitation Provincial Report.

Discussions for programs followed. Miss Woods moved that the executive endeavor to get a speaker from Edmonton to lecture on Fine Arts. This was seconded by Miss Evanuk. After a delightful lunch served by Miss L. Longmire and Miss M. Evanuk, the meeting adjourned.

The second meeting of the New Year of Wetaskiwin Local was held February 6, 1946, in the Alexandra School. A negotiation committee report was given by Mr. Lommes. Discussion followed.

The meeting was turned over to the program committee which was convened by Miss Evanuk. A vote of thanks was given to the committee and also to our hostesses, Miss June White and Miss Eileen Anderson.

The Wetaskiwin Sub-local sponsored a lecture by Mr. Sidney Risk, Director of Dramatics at the University of Alberta. The lecture was held in Room 7 of the Alexandra School, March 20. All persons of the vicinity who were interested were cordially invited to attend.

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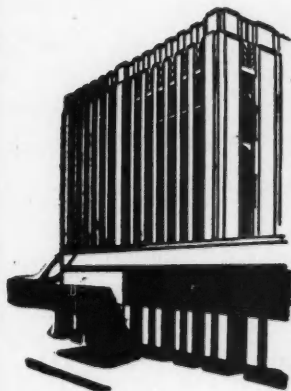
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